

**CREATING A COMMUNITY COLLEGE:
SOUTH OKLAHOMA CITY JUNIOR COLLEGE,
A CASE STUDY**

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**Submitted to the Faculty of the
Graduate College of
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in partial fulfillment for
the Degree of
DOCTOR OF EDUCATION
May 2006**

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May, 2006

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ACKNOWLEDGEMENTS

I would like to acknowledge my advisor, Dr. Kenneth Stern for his assistance, patience and guidance through this process. His unwavering support of this study and of the researcher is greatly appreciated. Additionally, I would like to thank my other committee members, Dr. Pamela Fry, Dr. Tim Pettibone, and Dr. Ed Harris for their willingness to participate in my study.

I also want to acknowledge the participants of this study. Without your foresight and determination so many years ago, this study would not have been possible. Your willingness to open-up to me and allow me to experience your history was humbling. I am grateful for the experience.

To those at the institution that assisted with process from video-taping the interviews, retrieving materials from long forgotten locked file cabinets and providing general moral support for me and the study, I thank you whole heartedly.

To the cohorts, because of your friendship and support this journey was so much more than I anticipated.

To my husband Michael and son Jacob, words of acknowledgment will never be enough to express my appreciation to you. Without your love, support, and patience this study would never have happened. This study is not just mine but ours. To my family and my in-laws, thank you for believing in me.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

Introduction

Started as *junior colleges*, literally meaning the first two years of a post-secondary education *senior college* program, present day junior/community colleges have evolved into an essential component of higher education. Community colleges developed or were implemented in different formats around the country. Many community colleges grew out of pre-existing secondary systems or developed as feeder schools of larger regional or comprehensive institutions.

The two-year institution in Oklahoma followed the national developmental process for new institutions but still maintained a service community focus. The first institutions in Oklahoma were denominational in nature but focused on providing an education to relocated Native Americans. Additional institutions developed across the state as branch campuses for larger land grant institutions and still other institutions followed the municipal format. No matter how they began, across the nation or in Oklahoma, these new institutions developed to provide a vital link to educational opportunities for a wide range of students within the communities they resided.

Beginning in 1936, the Greater Capitol Hill Chamber of Commerce worked to establish a junior college in its district (A. Snipes, personal communication, October 18, 2005). In 1967, the idea of establishing a junior college in the area was once again the

topic of chamber discussions. Oklahoma City's Capitol Hill district was a bustling economic community surrounded by the sparsely populated blue-collar residential area. This surrounding area lacked the fundamental offerings of continuing education, community education, and cultural and recreation opportunities for the young and old (R. Moser, personal communication, October 28, 2005). Local political representatives, economic leaders, and residents of the area wanted to provide an educational and cultural outlet to the community. Their goal was not only to build an institution to meet these needs but give something back to their community that would provide long term economic benefits (R. Moser, personal communication, October 28, 2005).

Legislation and the political climate during the late 1960s, afforded the Capitol Hill Chamber with enough support to move forward with establishing a junior college. Instrumental in making the initial steps toward establishing a two-year institution in the Capitol Hill district was area Representative L.H. Bengtson (personal communication, M. York, January 12, 2006). Other junior colleges developed within the Oklahoma City area and across the state but none addressed the educational needs of the Capitol Hill district or the southwest region of the city. The development of Tulsa Junior College (Tulsa) and Oscar Rose Junior College (Midwest City) during the same period helped guide the process for establishing a community college in the southwest region of Oklahoma City.

A resolution passed by the Oklahoma State Regents for Higher Education (OSRHE) and amended by legislation passed in 1967, authorized communities, towns or cities to apply for or petition the OSRHE to recognize a pre-determined area for the establishment of a new two-year institution (OSRHE, 1969). The steps to obtain recognition included an area wide petition signed by at least five percent of the area's

legally registered voters, a total population of 75,000 in the requesting area and net assets of 75 million dollars (OSRHE, 1969). The Capitol Hill Chamber of Commerce's Junior College Committee used this legislation to gain support and legally petition the OSRHE to recognize its area for the establishment of a new two-year institution. Once the OSRHE approved the request, the governor would appoint the board of trustees for the newly established institution.

With the passage of resolution No. 581, the OSRHE (see Appendix C for copy of resolution) officially recognized Capitol Hill Junior College on January 27, 1970 (OSRHE, 1970a). The new institution did not have a president, staff, faculty or physical space. On February 23, 1970, the Greater Capitol Hill Chamber of Commerce Executive Committee sent a resolution to the OSRHE requesting the name of the institution change to South Oklahoma City Junior College (SOCJC) ("Capitol Hill Chamber Report," 1970). March 24, 1970, the OSRHE approved the name change with the passage of the Oklahoma Higher Education Code, resolution No. 588. Oklahoma Governor Dewey Bartlett appointed the first board March 31, 1970 (OSRHE, 1970b). The first administrative offices were in donated office space in the Capitol Hill business district but later moved further south to the ground floor of the abandoned Cheetham Furniture factory when faculty began developing curriculum for the new institution. The present location of the institution is on 144 acres at the intersection of Southwest 74th Street and South May Avenue.

The institution officially opened for classes September 25, 1972 and yielded a first year fiscal student enrollment of 1,046 students (Sellars, 1987). Today's current fiscal student enrollment is over 12,500 and the institution has steadily grown to become

the fifth largest higher education institution in Oklahoma (Molina, 2005). It is also one of the fastest growing two-year institutions in the United States (Molina, 2005).

This study documents the development and implementation of a two-year institution in Oklahoma from its earliest beginnings in 1967 to the first day of classes in 1972. It focuses on key components deemed historically relevant and essential by the researcher to the development and implementation of the two-year institution. These components include but are not limited to legislation, funding, facilities, and academic plan. In addition, the study will highlight the individuals responsible for the various components and implementing the institution.

Purpose of the study

This study identifies significant components used in the development and implementation of a community college using SOCJC as a case study. The purpose of the study is to provide a historical documentation of SOCJC in chronological format from 1967-1972 highlighting the key components associated with the creation of the institution. All written history of the institution begins in 1972. Individuals involved in, and responsible for, developing the academic and organizational structure, securing initial funding, and the roles they played implementing SOCJC will be highlighted. Information provided in the study will serve as a template for other researchers who wish to compare this community college's development to other two-year institutions.

Research Questions

1. What design and development activities occurred during the creation of SOCJC from 1967 to 1972?

2. Who were the individuals involved in the development and implementation of SOCJC and what role did they play?
3. What operational elements were required and developed to implement SOCJC?
4. What was the political process used to establish SOCJC?

Significance of the Study

The study provides information on the basic components and processes used in the development and implementation of SOCJC during a specific time in the historical development of the two-year institution in the United States. Previous studies have enlightened readers of historical aspects of community college development in the United States. None has singled out SOCJC as an example of an institution developed and implemented in the community college arena during the late 1960s and early 1970s.

Previous studies have addressed the general historical development of two-year private and public institutions across the nation. Koos (1924), Frye (1991), Pederson (2000) describe the establishment of the first junior community college movement from 1900-1940. Eells (1941) aimed to provide historical reference for the need to develop the two-year institution from the mid 1920s to 1940. He strongly supported curriculum focusing on the terminal educational structure of the technical/occupational programs as the strength of the two-year system's future. Balyeat (1948) outlined the historical beginnings of Oklahoma's private and public two-year institutions as they developed from parochial Indian institutions and municipal colleges. Nutter (1974) again highlighted the development of the two-year institution in Oklahoma. No single book or article has sought to provide an in-depth historical analysis of SOCJC.

Other studies conducted provide insight or analysis of a specific era or event of a two-year institution in Oklahoma. None specifically focused on the historical development of a specific public Oklahoma two-year institution. Going one-step further, no single study has focused on the political elements associated with the initial development and implementation of a public two-year institution in Oklahoma. Therefore, this study is an effort to provide a look at the components, political process, and the individuals associated with the development and implementation of SOCJC during the time of the institution's inception. In addition, this study intends to provide information to use by an individual or group of individuals to plan, develop and implement a two-year institution of similar structure and academic mission using the same elements.

Methodology

The process of gathering data or source material for this study was qualitative in pattern and presented as a single case study. The sources for collecting data for this study were through personal interviews and document analysis. Primary data sources included, but were not limited to, face-to-face interviews, videotaped interviews, audiotaped telephone interviews, and historical documents. Participants were purposefully selected for the study. Creswell (2003) supports the use of purposeful selection for case studies because of their focused nature on a particular event, period, or group of people. Purposeful selection in qualitative research helped the researcher select the most applicable participants and materials to help address the research questions.

Other material encompasses written and printed documents including institutional memoranda, OSRHE committee meeting minutes, SOCJC board and executive session

meeting minutes, budget reports, legal records, institutional handbooks and catalogs, state and local newspapers, and legislative bills. The researcher used cross comparison of the archival materials, interviews, and artifacts to identify themes and patterns in the data.

Theoretical Frame

The researcher provides a brief analysis of the data using the conceptual or theoretical perspective of the structural frame defined by Bolman & Deal (2003). The structural frame provides six assumptions associated with the components illustrated in a structural/bureaucratic organizational design. If an organization addresses these basic structural assumptions, in theory it should be successful and productive. Material presented in chapter four, highlighting the development and implementation of the institution, will provide examples for each assumption of the structural frame as defined by Bolman & Deal (p. 45):.

1. Organizations exist to achieve established goals and objectives
2. Organizations increase efficiency and enhance performance through specialization and a clear division of labor
3. Appropriate forms of coordination and control ensure that diverse efforts of individuals and units mesh
4. Organizations work best when rationality prevails over personal preferences and extraneous pressures
5. Structures must be designed to fit an organization's circumstances (including its goals, technology, workforce and environment).
6. Problems and performance gaps arise from structural deficiencies and can be remedied through analysis and restructuring

For clarification, the use of the term bureaucratic in this context refers to the organization designed "to efficiently relate organizational programs to the achievement of specified goals" (Birnbbaum, 1988, p. 107).

Two schools of thought or theory, the scientific management theory of Fayol (1841-1925) and Taylor (1865-1915) and the classic management theory of Weber (1864-1920) (Bolman & Deal, 2003), support the concepts of the structural/bureaucratic frame. Both camps have similar concepts associated with the structural perspective of organizational design as well as expand these concepts to include bureaucratic concepts of the elements of structure, why one structure is selected over another and its efficiency (Bolman & Deal, 2003). Concepts defining the scientific theory include, but are not limited to, planning, coordinating, and controlling while division of labor, clear order of command or hierarchy, and rules of performance illustrate the classical theory. Bolman & Deal (2003) build the six assumptions of the structural frame around both schools of theory.

Assumptions/Limitations

It is assumed the researcher was able to identify and to contact all of the important players. It is an assumption of the researcher that participants answered the questions in an open and honest manner, and information conveyed is accurate and complete. It is also assumed the documents used in the study are authentic and accurate.

The study includes facts, opinions, and public accounts from those involved in the history of the development and implementation of the institution between 1967 and 1972. The knowledge and recollection of the past by the interviewees is clouded by time and proximity to the subject. Interview data may be suspect due to recall error as well as the emotional state, personal bias, and the interviewees' self-serving responses all of which may affect information provided (Patton, 2002).

This is a study of one institution and the historical journey of the institution from concept to actuality and the individuals who played a role in the development and implementation of the institution. Researcher's bias is a consideration throughout the study because of the proximity of, and the personal relationship with, the participants in the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

There are many conflicting opinions of how and when the American community college developed. Various sources attributed the beginning of the community college to religious organizations in the early 1830s and to government initiatives of the 1940s (Witt, 1988; Frye, 1993). The official record credits the first public community college as Joliet Junior College, Joliet, Illinois, in 1901 (Brick, 1964). Formed by an agreement between a secondary public school system and a post-secondary institution as a “junior college,” Joliet served as the mold from which many of today’s modern public two-year institutions emerged. However, the start of the American two-year institution began earlier and has a diverse history, not only throughout the nation, but also in Oklahoma.

Since the late 1800s, the development of the community/junior college has evolved through trial and error, imitation and legislative initiatives. To better illustrate the general historical development of the American two-year institution, the researcher has identified for the study three distinct development eras, 1850-1917, 1920-1950 and 1960-1970. Legislative influences and significant events during each period deemed relevant to the development of the two-year institution helped identify each period. Moreover, these eras are reflected in Oklahoma’s historical two-year institution development.

A History of the American Two-Year Institution

1850-1917

During the mid 1800s, religious principles and discipline served as the educational base of two-year institutions. The purpose of these institutions was to build an educated clergy base (Medsker & Tillery, 1971). These institutions were generally only open to the youths of families indoctrinated in a specific religious faith. The educational platforms were religious practices coupled with a traditional educational offering (Medsker & Tillery, 1971; Nutter, 1974). Additional two-year institutions developed across the territories with the same goals in mind: to educate the youth, spread their religious beliefs, and sustain a clergy base. The first established private two-year denominational institution was in Alton, Illinois with Monticello College in 1835; the second was established in 1858 with Susquehanna University (Sack, 1959; Nutter, 1974). Both institutions began as privately funded two-year denominational schools.

By 1852, the debate for public two-year institutions began among the educated elite. Henry P. Tappan, president of the University of Michigan, argued for the removal of the first two years of a student's college work from the university (Brick, 1964). The idea was to remove the freshman and sophomore years from the university and transfer them back to the secondary schools (Brick, 1964). In 1892, William Rainey Harper took this idea of separation and applied it to his institution. He divided the University of Chicago into the *junior college* for freshman and sophomore curriculum offerings and the *senior college* for the junior and senior curriculum offerings (Brick, 1964). This move provided the template for the municipal college. Not all universities supported this move and the debate for a junior college continued for many more years.

Although not fully endorsed by the majority of educators, some municipal institutions did begin to develop and reflect the separation of curriculum at the university level into junior and senior offerings. Using the first two years of liberal studies curriculum, these institutions emerged from local secondary systems. Public high schools began to add a thirteenth and fourteenth year to their curricular offerings (Botts, 2001). This ready-made template made it relatively easy to start a new institution. Institutions needed little start up costs due to sharing of facilities and funding in connection to state supported public secondary school districts. Additional municipal institutions opened through imitating these pioneering institutions in curriculum and from under limited-to-nonexistent legislative support (Brick, 1964). Early municipal institutions not only shared facilities, they often shared resources such as articulated curricula, faculty, staff and administration (Nutter, 1974).

Not all municipal institutions directly mirrored the liberal studies curriculum. Many reflected the local community's changing economies, regional demographics and political events, and offered vocational programs (Botts, 2001). These vocational types of institutions gained support from the local chamber of commerce, newspapers, politicians and concerned citizens. Many communities felt these institutions would serve a vital role required for civic betterment (Pederson, 2000). Technical or vocational schools attempted to offer some collegiate-level instruction. However, few major universities had redesigned their undergraduate programs to draw distinction between the *junior college*, or the first two years, and the *senior college*, or the last two years of a four-year liberal arts baccalaureate program (Diener, 1986; Botts, 2001). This left many municipal and technical institutions without a direct line to advanced educational options.

Promoted by necessity and assisted by legislative initiative, the formula for the two-year agricultural and mechanical vocational municipal junior college emerged. With the passage of the Morrill Act or land grant act of 1862, funding provided directly to the states assisted with developing institutions to provide economy based training and education. This federal funding was instrumental in the establishment and progression of the two-year institution across the nation and in Oklahoma. These institutions focused on the applied sciences such as agricultural and mechanics arts (Morrill Act 1862, § 4). Under this legislation, many two-year institutions developed in large, rural, agrarian-based states as feeder schools to the larger four-year state land grant institution established through this act.

During the later part of this era, a key legislative initiative passed. The Smith-Hughes Vocational Education Act of 1917 was the first legislative initiative directly influencing the development of existing two-year institutions (Smith, 1999). The act provided for the development of vocational programs, funded by the states, focusing on educational programs in “agricultural and the trades and industries” needs (Smith-Hughes 1917, § 1). This gave the students an avenue to pursue options more relevant to the needs of the growing economic climate. The Industrial Age was in full swing and many communities began making the change from the primary rural agricultural economy to an industrial-urban economy (Medsker & Tillery, 1971; Nutter, 1974). Production required a constant supply of workers with the knowledge and skill to operate, maintain, and improve the production mechanisms. Smith-Hughes coupled with the Morrill Act, helped two-year institutions establish themselves as both liberal studies and vocational technical educational institutions. The Smith Hughes legislative act also provided a link between

two- and four-year institutions by financially supporting the expansion of teacher education programs to provide more teachers for vocational technical programs.

1920-1950

Three key events defined this era. They dealt with formal recognition of funding for, and access to, two-year institutions. The first event addressed the formalization of curriculum and alignment between the two- and four-year institutions. The first National Conference of Junior Colleges convened in 1920 (Smith, 1999). From this conference, the American Association of Junior Colleges emerged which today is the American Association of Community Colleges. Although the conference was not a legislative action, it still reflected federal involvement with the development of the two-year institution (Smith, 1999). Backed by the United States Bureau of Education, the organization brought a sense of direction, responsibility, and competency to the junior college system to meet the needs of the students (Smith, 1999). The organization formalized terminal concepts of instruction and semiprofessional educational programs for two-year institutions to complement all levels of higher education instruction (Pederson, 2000). This formalization gave birth to a large number of two-year institutions developing as mirrored images of local colleges' and universities' freshman and sophomore offerings. The repetition of policy and curriculum allowed the two-year institution to assume the role of feeder school to the larger four-year institutions (Pederson, 2000).

The second event came on the heels of World War II. when returning service men and women flocked to educational institutions across the country. The Servicemen's Readjustment Act of 1944, the GI Bill, was specific to the college student and provided

monetary assistance for tuition, housing, and medical expenses for returning military men and women (Servicemen's Readjustment Act, 1944). This act provided funding to assist military personnel to return to, or pursue, their education. The influx of students pushed two-year institutions' rapid development in facilities and programs. Many states enacted special legislation to assist local municipal institutions financially with development and expansion. In 1945, Washington State was one of many states to pass special legislation to address these demands (Tordenti, 1996). With the passage of *Washington State's Extended Education Act* (1945), local communities expanded the thirteenth and fourteenth grades to address the demand for educational options and establish municipal junior colleges in Washington (Tordenti, 1996).

The third event dealt with the first steps towards equal access to higher education. The President's Commission on Higher Education (PCHE) released the Higher Education for American Democracy, or the Truman Commission Report, in 1947 outlining key components essential to the development of an educated society through educational access (Smith, 1999). The report cited the need for higher education to address access barriers (e.g., economic, geographical and race), while calling for the expansion of the two-year institution to provide cultural and civic-minded programs to the communities in which they resided (PCHE, 1947).

The second era, more than any other, helped define the true mission of America's two-year institution. This era produced institutions and curriculum providing academic, occupational, and technical training options to adult students. It was during this time, the community/junior college solidified its role as an essential link in higher education.

1960-1970

With the second era defining the function of the two-year institution, the third era provided broader access to, and the greatest growth of, new two-year institutions through legislative initiatives. After 1960, community colleges began to realize their potential and instituted new admission policies. Often referred to as open-door admissions, the new policies provided institutions with a mechanism to open up to the communities and inner city regions to provide educational and technical/vocational training opportunities (Botts, 2001).

With broader access and a large college going populace, new institutions developed enmasse. Three key legislative initiatives spurred on the growth. In a speech “Special Message on Education” (1963), President Kennedy pushed for the passage of new legislation to address the modern vocational educational needs of America’s citizens and prepare for the world’s changing economies (Smith, 1999). From this presidential initiative, three influential legislative acts emerged.

The first, the Vocational Education Act (VEA) (1963), was passed to help finance high cost, high skill technical training programs. The second, the Higher Education Facilities Act (HEFA) (1963), provided funding to build facilities and to provide equipment to support the programs. These two initiatives provided the greatest federal support in history for the two-year institution’s development. The third, the Higher Education Act (HEA) 1965, directly supported the academic growth of these institutions as well as provided financial assistance to the students attending the new two-year institutions (Smith, 1999). The act provided funding for community colleges and universities offering educational programs specific to the needs of the communities in which they resided (Higher Education Act, 1965 § 101 and 102).

Building on these legislation acts, many states took charge and initiated additional legislation to meet the specific needs for developing and implementing new two-year institutions. Green River Community College (1965) in Washington (Tordenti, 1996), Polk Community College (1962) in Florida (Milligan, 1990), Jefferson Community College (1960) in Kentucky (Ecker, 1991) and Roane State Community College (1969) in Tennessee (Byrne, 1989) are but a few examples of two-year institutions established during this era. The legislation helped to strengthen higher education within the states using the two-year institution as the mechanism.

Having the option to provide not only a transfer or liberal arts based education to the public, but technical and occupational training as well, the two-year institutions became a stepping stone to better things through education that many sought to obtain. Although many players contributed to the early development of the two-year institution, these components may never have connected if it were not for the inherent belief that “education is a social and individual good and society is obligated to provide as much of it as any individual desires” (Botts, 2001).

A History of the Oklahoma Community/Junior College

1850-1917

Mirroring the national formats for two-year institutions, Oklahoma’s two-year colleges emerged as denominational/private, municipal, or state supported institutions. Funding, facilities, and curriculum of the two-year institutions aligned in much the same way as other states. Denominational/private focused on religious/liberal arts based curriculum with financial support for the institutions directed from the affiliated church. Municipal institutions shared monies from public taxation and facilities with the local

public/secondary school system and offered curriculum to prepare the students to enter the university or continue their education in a vocational technical program (OSRHE, 1942). State supported two-year institutions were dependent on funds from the state and offered programs mirroring the larger state university as well terminal vocational technical programs (Balyeat, 1948)

Although three state-supported four-year institutions opened between 1890 (Oklahoma Territory ST. 231 § 3) and 1894 (Oklahoma Territory ST. 1893 §§ 3398-3422), it was not until 1908 that Oklahoma's public two-year educational system began to emerge. Building on the Morrill Act of 1862 and 1890, Oklahoma establish higher education institutions dedicated to the instruction in agriculture, the mechanic arts, scientific farming, engineering, and military science (Oklahoma Territory ST. 78 § 18). These institutions not only served as an expansion of the nation's educational system, they also provided additional opportunities for the community/junior college to develop.

In 1881, the first Oklahoma private two-year institution was the "Indian University" (Nutter, 1974). Renamed Bacone College in 1910, it was a privately-funded Baptist-affiliated institution. Bacone served as a starting point in the development of two-year institutions in Oklahoma. According to the OSRHE, the University Preparatory School at Tonkawa, established in 1901 by Oklahoma Territory ST. §§ 6485-6491, is the oldest state supported public two-year institution in Oklahoma.

Building on the legislation of the Morrill Act, the Oklahoma Territorial legislature established six public secondary or two-year institutions, one each in the state's five Supreme Court districts in 1903, and a sixth in the Oklahoma Panhandle territory in 1908 (Oklahoma Territory ST. 1893 §§ 1099-1106 and §§ 6404-6484). The first was Connors

State Agricultural College in Warner followed by Murray State School of Agriculture in Tishomingo. Established on the west side of the state were Cameron State Agricultural College in Lawton and Connell in Helena. Haskell in Broken Arrow and Panhandle Agricultural College in Goodwell were the final two schools established under this legislation (Balyeat, 1948; Nutter, 1974). In 1917, Haskell and Connell were closed (“Overview,” 2005). The last two-year school established during this period was the Miami School of Mines in Miami, Oklahoma (“Overview,” 2005).

1920-1950

This era provided a significant amount of national legislative support; however, little changed for the Oklahoma higher education landscape. It would be close to 50 years before a new two-year institution was formally established. The only educational institutions emerging in Oklahoma were small, locally housed and funded, thirteenth and fourteenth grade offerings. Between 1920 and 1940, municipal junior colleges emerged out of local public secondary school systems (“Overview,” 2005).

By 1921, only one municipal two-year institution was in operation, Muskogee Junior College in Muskogee, Oklahoma (“Overview”, 2005). By 1939, two-year municipal institutions were in operation in Oklahoma towns from Altus to Bartlesville and Sayre to Poteau with more than 20 institutions offering liberal studies and vocational and technical curriculum (“Overview”, 2005). One of these early municipal junior colleges was also located in the Capitol Hill district of Oklahoma City. Faculty members from Oklahoma City University provided instruction at the local high school. Local politicians pushed for a permanent junior college to be developed and established in the

district (“Junior College Urged for Hill,” 1931). The school failed to gain recognition or legislative support and closed by 1945.

During this era, Oklahoma established a formal governing system for the higher education institutions. In 1941, the residents of Oklahoma approved an amendment to the state’s constitution for the establishment of a statewide higher education system (Oklahoma Constitution, Article XIII-A, § 1-4). This amendment brought all public educational institutions offering post-secondary educational programs under the one governing umbrella of the OSRHE (Tanner, 1977). All post secondary institutions-municipal, college or university-were under the same guiding principles of the state system.

1960-1970

Beginning in the mid-to-late 1960s, the nation began to see the development and implementation of two-year institutions growing at an astounding rate. Reflecting the national trend, Oklahoma began taking steps to develop and implement more two-year public institutions. Educational funding and facilities were two issues facing the nation and Oklahoma from 1960-1970. National legislation, the Vocational Education Act (VEA) (1963), the Higher Education Facilities Act (HEFA) (1963), and the Higher Education Act (HEA) (1965), directly supported the growth of the two-year institution and provided vital support on which Oklahoma could build upon.

Many Oklahoma municipal junior colleges evolved into fully functioning state supported two-year institutions between 1965 and 1970 (“Overview,” 2005). In 1967, Oklahoma passed legislation outlining the formal steps to establish a state supported two-year institution (OSRHE, 1968a). The legislation provided for the development of the

two-year institution to operate independently, both fiscally and physically, from the local public secondary educational systems and become a part of the state's higher education system (OSRHE, 1968a). Under O.S. 70, § 4408, institutions established, operated and accredited under the guidelines of the OSRHE were eligible to receive state assistance for educational and general operation of the institution. Monies appropriated from the legislature to the OSRHE were allocated to the institutions. Many municipal institutions began construction or rented separate facilities in which to provide classroom instruction and sever ties to the secondary school districts. Examples of the Oklahoma municipal two-year institution emerging into state supported public two-year institutions during this period are Seminole Junior College, Poteau Junior College, Altus Junior College, and El Reno Junior College (Tanner, 1977).

Until 1964, the curriculum offerings in Oklahoma's two-year institutions mirrored the first two years of the larger four-year institutions' general education courses. Additional curriculum focused on pre-professional training and technical courses for students not pursuing a degree (OSRHE, 1960). In 1965, OSRHE expanded the two-year institutions' definition for basic curriculum offering and educational responsibilities. This expanded definition included sharing responsibilities with senior universities to offer remedial courses, offering the first two years of a baccalaureate degree, as well as providing adult education programs (OSRHE, 1966). Specifically the two-year institution held primary responsibility for vocational/technical education and undergraduate general education leading to an associate degree (OSRHE, 1966). With the expanded definition, the two-year institution was primed to fill a vital gap in Oklahoma's educational arena

In 1968, legislation was enacted granting the OSRHE authority to allocate state funds to community/junior colleges for capital improvement projects (O.S. 70, § 4412, 1968). It was during this growth period Oklahoma's last two-year institutions, independently developed and implemented, emerged in Oklahoma: Tulsa Junior College (1970), Oscar Rose Junior College (1970), and the last original established autonomous two-year institution, South Oklahoma City Junior College (1972). Although the official establishment date is listed as 1972 for SOCJC, the OSRHE officially established the two-year institution January 27, 1970 (OSRHE, 1970a).

Summary

Literature examined consists of studies dealing with the emergence of the two-year institution from private denominational clergy educational facilities, land-grant branch campuses and municipal institutions, and the historical journey of these institutions across the nation generally, and in Oklahoma, specifically. Additionally, key national education legislation was highlighted.

Through the decades, many influences have made their mark on the modern two-year institution. Through two World Wars, the Great Depression and many legislative initiatives, the two-year institution evolved into a major influence in today's modern higher education system. Legislative initiatives and the local communities have influenced the Oklahoma higher education landscape and have provided the citizens of the state with multiple opportunities to pursue their educational goals.

CHAPTER THREE

METHODOLOGY

Introduction

Qualitative and historical research strategies were used for this study. According to Creswell (2003), qualitative research uses a variety of methods that are interactive to provide a better understanding the subject. These methods included, but are not limited to, conducting interviews and analyzing historical documents. Historical research involves the methodical search for documents and other sources containing information or facts relevant to the research questions (Borg & Gall, 1983). In addition, Patton (2002) suggests using a variety of methods for data collection to validate and crosscheck findings and provide a comprehensive perspective of the study subject.

Using various aspects of research methods or a multi-method approach, the researcher was able to triangulate data. Triangulation can be defined as using two or more research strategies that involve collecting and analyzing two or more forms of data applied in a single study (Denzin & Lincoln, 2003). This study used traditional approaches associated with qualitative methods, such as personal interviews and participant questionnaire combined with the traditional approach of the researching of historical documents.

Combining two or more forms of research data collection and analysis is designed to address the inherent biases found in single method studies as well as researcher bias. Additionally, multiple levels of data are produced or uncovered providing an opportunity to uncover reoccurring themes or patterns in the data. Using triangulated data sources provides for the results of one method to “help develop and inform the other method” (Creswell, 2003; Greene, Caracelli, & Graham, 1989). One method can be nested within another to provide insight into different levels of analysis (Creswell, 2003; Tashakkori & Teddlie, 1998). An open-ended questionnaire was used with personal interviews to enhance the interview process and to check for biases of the researcher interpreting the personal interview sessions. Data are presented in a chronological format and serve as a detailed timeline of events significant to the development and implementation of the institution.

Data Sources and Procedures

The study used multiple sources and techniques in the data gathering process including interviews, document analysis, and, as needed, questionnaires. Interview participants were selected based on their involvement with the institution during the specified period of the study as well as their availability to the researcher. The data selection process repeatedly referred back to the purpose of the study to focus attention on where to look for evidence that will satisfy the purpose of the study and answer the research questions posed.

Institutional Review Board Approval

In accordance with Oklahoma State University’s Institutional Review Board (IRB) requirements for a study including human subjects, the researcher provided to the

university documentation of the proposed study and its purpose. Documentation required by the IRB (see Appendix A) included those to be interviewed for the study, process for maintaining confidentiality, benefits of the study, informed consent forms, and a copy of the protocol used for the interviews.

Interviews

The purpose of interviewing is to allow the researcher into the other person's perspective (Patton, 2002). Interviewing in qualitative research indicates the other person's perspective is meaningful to the topic of the study. The design of the interviews followed the interview guide format with pre-established questions. Using the guide allowed the researcher to make the most of the interview time provided and maintain a methodical and inclusive approach with each participant. Interview questions were exploratory in nature and were developed to address the research questions of this study.

The researcher determined the best line of interview questioning by conducting a pre-ethnography. Current administrators, faculty and staff were asked questions concerning who was involved in the development and implementation of the institution, what role did they play, how was the institution received in the community, and how did the implementation proceed. Additionally, the pre-ethnography assisted with the establishing a timeline of development and implementation for the institution.

Because of the focused scope of the study, the total population identified for the interviews and questionnaires was identified through document analysis, according to the individual's significance to the study. It was important not to limit the interview population because of the exploratory nature of this historical research. Interviewees included, but were not limited to, the first two presidents, original board members,

politicians, newspaper journalists, the original administrative personnel, and original faculty and staff members. Participation was solicited through requests-for-interview letters (see Appendix A for samples of all interview materials). Of the 18 subjects solicited for participation, nine were interviewed. Seven chose not to participate in the study and two subjects died before interviews could be conducted. Names of those interviewed are not veiled within the study.

Those interviewed were: Dr. John Cleek, second President of SOCJC and currently a professor at the University of Missouri-Kansas City and Senator Marvin York, retired; David Hunt, chair of the Capitol Hill Chamber of Commerce Community Junior College Committee, retired; Al Snipes, original board member, now retired local insurance provider and prominent Republican official; Wesley Weldon, original board member now retired and former manager of the Capitol Hill John A. Brown department store; Robert Moser, original board member, retired President of Southwestern Bank and Trust; Al Taylor, original administrator, retired; Gary Lombard, original staff member and current Oklahoma City Community College (OCCC) Vice President of Human Resources; and Steve Kamm, original and current faculty member.

The researcher conducted video and audio-recorded interviews with current and former administrators, faculty, and staff members of SOCJC. Original founding members' proximity, as well as availability, to the researcher determined the number of interviewees. Interviewees clarified timelines of events during the study's focused period; expanded upon, and personalized, the historical events that affected SOCJC throughout the designated years of analysis for this study; and were one-two hours and video-recorded or audio recorded for accuracy of analysis as appropriate. When the

interviewees choose not to be video-recorded, a telephone interview was conducted. To expand on the original interview and to provide an opportunity for the participants to elaborate on specific interview questions, an open-ended follow-up questionnaire was offered. This questionnaire, restatement of the original interview questions, provided the interviewees with an opportunity to provide clarification or additional information they may have recalled after the initial interview session. Follow-up was for clarification only. One new question was asked concerning their opinion of the projected future of the institution (see Appendix A). Participation in the questionnaire was optional, and no participants returned the questionnaires.

All questionnaire responses and interview tapes will be in the researcher's possession for a total of two years following completion of the study (IRB guidelines). Once the study has concluded, the video and audio tapes will be placed in the institution's archives. Upon request of the participants, information used for the study was either in written form or videotape format for review of accuracy. Interviews and questionnaires had crossover participants.

Documents

In addition to the aforementioned interviews, document analysis of SOCJC board meeting minutes, OSRHE board meeting minutes and annual institutional reports, newspaper and journal articles, and published and unpublished academic papers were used. Additional documents included legislative bills; archived newspaper articles from a former prominent southwest Oklahoma City newspaper, *The Capitol Hill Beacon*; *The Daily Oklahoman*, central Oklahoma's primary newspaper; and special addition newspaper items; and artifacts. Expansion of the historical events and institutional

background information gathered from these documents assisted the researcher to establish and support chronological historical events during the period of the study.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

Introduction

The recipe called for two parts legislation, three parts drive, and a pinch of good luck to build an institution of higher education in southwest Oklahoma City during the late 1960s and early 1970s. Whatever the recipe, the Capitol Hill district in this part of Oklahoma City used what was available to develop and implement an institution. Across the country, states were using similar education legislative initiatives to build community colleges and expand educational options using two-year comprehensive educational institutions.

The initial components used to create SOCJC centered on Oklahoma legislation enacted in 1967 and 1968 that reflected the national legislation, VEA (1963) and the HEA (1965). This legislation provided a starting point from which the funding to build the facilities, administrative structure, and academic plan could emerge. Within the walls of the institution, a unique self-paced educational system would offer students an opportunity to explore careers and realize their potential. From conception to reality, the journey to create and implement a new two-year institution in southwest Oklahoma City took five short years. This is an historical documentation of those five years.

Part I: 1967-1969 Legislation

Like many states during the 1960s and 1970s, Oklahoma faced a number of economic and political issues directly affecting the educational needs of the state's populace. It is likely that an influx of new Oklahoma City residents and growing suburban communities as well as new technology-based industry pressed state leaders to implement legislation to address these changing needs. The expansion of the two-year institutional system in the state became a priority, not only at the state level, but also with local economic and political leaders in Oklahoma City (A. Snipes, personnel communication October 28, 2005).

In other states, the community college movement gained support from a variety of newly-created educational initiatives. In North Carolina, legislation was passed to provide for the expansion of the two-year system through the creation of additional state university branch and municipal campuses (Ecker, 1991). In Florida, educational leaders developed a statewide plan to expand the system to include additional two-year institutions (Milligan, 1990). The Washington State Legislature made it possible for communities to petition the state educational governing system for the development of new two-year institutions and to receive funding to assist with that process (Tordenti, 1996). All of these initiatives supported a growing two-year higher education segment designed to provide educational options to the residents in the communities in which the institutions resided.

Oklahoma too was taking legislative steps to address the changes in the state's educational needs. Economic and political changes were beginning to affect the sustainability of Oklahoma's junior colleges. New technology-based industries were developing in and around the Oklahoma City area. Political leaders needed to address the

needs of new businesses and to provide the infrastructure to produce and support a knowledgeable workforce. The current educational system of the late 1960s and early 1970s in Oklahoma was not meeting the needs technical/industrial needs of the state.

Between 1963 and 1967, the number of state supported and municipal two-year colleges in Oklahoma remained steady at 12 (Nutter, 1974). During this same period, the total enrollment population at two-year institutions increased (Nutter, 1974), pushing many of these institutions to their capacity. A growing need for vocation/technical education programs was on the rise as a new technology-based industry began to emerge in the Oklahoma City area (R. Moser, personal communication, October 29, 2005). Local political leaders used new industry to fill economic gaps and provide opportunities to the districts they represented. Two-year institutions could provide communities with an opportunity to build a strong foundation to support these economic opportunities.

Prior to 1967, many Oklahoma public two-year institutions closed due to a lack of available local and state funding (Nutter, 1974). In 1967, the Oklahoma Legislature passed Article XIV, § 1408, supporting the allocation of funds for the establishment and expansion of community junior colleges in Oklahoma (OSRHE, 1967). The legislation allowed for a local community or county to call for a vote of recognition of a municipal or extension institution by the OSRHE to become a state supported two-year institution (“Junior college bill approved,” 1967). Funding received would be allocated by the OSRHE from appropriations of the legislature and applied to the educational and general operation expenses of the institution (OSRHE, 1968b). The formula for allocation of funds under this legislation was pursuant to the previous fiscal year’s full-time equivalent enrollment. Using this formula, SOCJC would not be eligible for initial funding under

this legislation. In addition, pre-existing state accredited two-year public junior or municipal institutions received priority over non-accredited institutions when applying for the state funds.

By October 1967, the OSRHE developed additional criteria to enhance previous funding eligibility legislation. The new legislation outlined the specific steps required for creating new state assisted two-year institutions (OSRHE, 1968a). Communities wishing to move their institutions from a municipal or branch campus status to an independent state recognized institution first had to file a petition with the OSRHE proposing the creation of the new institution (Peterson, 1968).

Once the OSRHE accepted the petition, the community funded an independent feasibility study. This study would address several criteria outlined in the *Handbook for the Establishment and Operation of Community Junior Colleges in Oklahoma* (OSRHE, 1968a). One, the institution would not duplicate the offerings of established public and or private colleges or universities. Two, by the second year of operation, the institution had to yield a minimum enrollment of 500 students and, by the fifth year, a projected enrollment of 1,000. Three, the tax-paying community had to provide adequate financial support for the growth of the institution as evidence by the net assessed valuation of more than 75,000,000 dollars for the school district area (OHEC, 70 § 1414, 1969). Four, the local community had to provide a suitable location to build the institution or expand an existing institution. Five, the institution had to offer educational programs covering subjects in liberal arts and provide coursework designed for university transfer, vocational/technical training, and continuing adult education. In addition, the institution had to incorporate social and cultural programs into the general public offerings. Finally,

the institution had to meet the accrediting standards of the regional accrediting agency within the first five years of operation (OSRHE, 1968a)

Approval of the feasibility study by the OSRHE put the request for a new institution to a vote of the tax-paying residents in the petitioning community. A favorable vote allowed the OSRHE to grant final approval of the independent institution. Even though the people worked hard to receive the right to develop and implement a new two-year institution, the OSRHE would name and set the district boundaries for the new institution. Although these criteria supported the creation of new institutions, the underlining stipulation of “one or more cities, counties or school districts” combining efforts in the petition phases would need to be addressed before SOCJC could be eligible to petition for a new institution (OSRHE, 1968a).

Early legislation initially assisted with the expansion of pre-existing municipal and junior colleges to state funded and state regulated institutions. In the coming years, this same legislation served as the basis of new legislation increasing the support for the creation of new institutions independent of municipal school districts. In January 1968, a new educational bill, introduced by Democratic Senator Bryce Baggett, formalized the procedures set forth by the OSRHE for the creation of new state and locally supported independent junior colleges (“Lawmaker offers,” 1968).

The bill stipulated that new institutions would be comprehensive junior/community colleges offering both academic and vocation/technical education programs (“Lawmaker offers,” 1968). Following the provisions outlined by the OSRHE in 1967, the petitioning community would pay for a feasibility study and submit it for approval by the OSRHE. As for funding the facilities of the institution, the community

would provide all necessary land for the institution and provide no less than two percent of the required revenue for the construction and capital improvements of the institution (“Lawmaker offers,” 1968). Additional funding would come from state allocations of not more than four percent and federal matching monies would provide the rest (“Lawmaker offers,” 1968). The governor, with senate consent, would appoint a seven-member provisional governing board of trustees (“Lawmaker offers,” 1968). The responsibility of the provisional board was to create a detailed report of the costs associated with all aspects of the new institution. From land acquisition, capital improvements and operational budget, the board would essentially provide a master plan for the institution to the OSRHE for approval.

Other significant educational legislation of 1968 provided for new sources of income for newly recognized institutions. In 1968, under O.S. 70 § 1410, communities where an established vocational/technical education offering institution resided could declare themselves as an area school district through an affirmative vote of the institution’s Board of Trustees. Under this provision, the community could call for millage and levy votes to provide additional financial support for the institution (OSRHE, 1968b). In addition, when declared an area school district, the comprehensive two-year school could receive vocational-technical federal funds (“5 junior colleges to get funds,” 1968). Through one initiative, two new funding options were available providing more financial support for the new institutions.

During this period, economic and political leaders in the southwest Oklahoma City area referred to as Capitol Hill began to take steps to develop and implement a two-year institution in the area. Discussion to establish a two-year institution in the area was

not new. For several years, discussion among the members of the Capitol Hill Chamber of Commerce, as well as local politicians, debated the rationale for an institution in their community (A. Snipes, personal communication October 28, 2005). The economic leaders and Chamber members believed an institution would support or enhance the local economy (R. Moser, personal communication, October 28, 2005). Politicians seemed to bring up the idea of the institution more often during re-election years, but all agreed the institution would benefit the community for years to come (W. Weldon, personal communication, October 21, 2005).

One thing was different this time; legislation was in place to support the initiatives of the community to establish a new two-year institution in the area. Residents, politicians and economic leaders in the Capitol Hill area focused their energies to bring a two-year comprehensive institution to southwest Oklahoma City. A group of local Democratic State House representatives, L.H. Bengston, Jr., John Miskelly, and E.W. Smith, and area public secondary school officials including the Oklahoma City Public School's Superintendent, Dr. Bill Lillard, met to discuss the educational needs of the southwest Oklahoma City community (Gaines, nd). The meeting was also to discuss the possibility of a new institution in the Capitol Hill district. Citing the creation and community support for the creation of other institutions in the state such as Tulsa Junior College and Oscar Rose Junior College in Midwest City ("Community junior colleges OK'd," 1968) as well as legislative support, the group agreed it was reasonable to proceed with establishing a new two-year institution in the area (Gaines, nd). What they could not agree upon was the location for the institution, the timeline to complete the

buildings, or if the area could provide a sufficient student population for the new institution (Gaines, nd).

Municipal facilities in the Capitol Hill district were not available and the group could not agree upon a suitable location to build the facilities. Rep. Bengston believed constructing adequate educational facilities would take five to seven years (Gaines, nd). In addition, some legislators believed the surrounding area had a low percentage of college going students and could not support a new institution according to the OSRHE criteria. In previous higher education reports, statistics indicated less than half of the Oklahoma City public school graduates continued their education at post-secondary institutions (“Feasibility studied,” 1972). The legislators believed for the school to start on solid footing and, therefore, guarantee financial support, the doors would have to open to a first year student enrollment of at least 600 to meet estimated expenditures (Gaines, nd). In addition, other state representatives questioned the likelihood a new institution was necessary because Oklahoma City University and Central State College were already providing educational access and options to the Oklahoma City area.

Following this meeting, Rep. Bengston introduced a resolution in the Oklahoma House asking the OSRHE to conduct a feasibility study of the educational needs of the greater Oklahoma City area funded by the OSRHE, not the community (“Community effort pays,” 1972). Favorable conclusions of the study would determine the role new two-year institutions would play in the OSRHE design for Oklahoma’s changing educational system. As per legislation passed in 1967 and 1968, only cities or a combination of cities, towns, or counties could form alliances to make a feasibility study request. In addition, the requesting body was to fund the study. Neither of these

requirements pertained to this request. This method of completing the feasibility study was to be one of many unconventional steps taken in the development and implementation of SOCJC (see Appendix B of first and second Feasibility Study Results as well as maps illustrating area for study).

In accordance with OSRHE guidelines, a designated area of south Oklahoma City was marked off as a temporary district for the proposed study. The study area included all properties south of the North Canadian River to Southwest 82nd Street (the Oklahoma City Public School system boundaries) to Meridian Avenue to I-35, with the addition of properties east of South Bryant Avenue from 36th Street to 82nd Street (OSRHE, 1968d) (see Appendix B for map). Using the 1960s census results, the OSRHE estimated this area housed approximately 100,000 people. This was a sufficient number from which to draw a student population and a supporting tax base. The study also found the area to have a projected high school graduating population of 1500 with an additional 1300 from adjacent communities (OSRHE, 1968d). These adjacent communities were within a reasonable, commuting distance of the proposed institution and considered reasonable to the study. Moreover, the study surveyed local high school counselors and found that the low community per capita income was a major reason more students from the area did not attend college ("Feasibility studied," 1972). It was the belief of the committee, a junior college and the low tuition rate would increase the college-going rate for the district. The study was completed and the results presented in December 1968. Findings of the study were favorable for the creation of the institution in the Capitol Hill district.

Wasting no time, Rep. Bengston introduced new legislation in January 1969, to amend the first step in the establishing process. In the original legislation, only cities or a

combination of cities, towns, or counties were eligible to make a request for a new institution. Rep. Bengston proposed the option for districts within large municipalities the opportunity to make a request to establish an institution (“Junior college bill advances,” 1969). Supported by additional legislation in the House under HB 1156, the new legislation passed and Governor Dewy Bartlett signed it into law (“Junior college bill advances,” 1969). With the new legislation passed, the Capitol Hill community moved forward in their quest to develop and implement SOCJC.

Building on the momentum of the favorable feasibility study and the passage of new legislation changing the criteria requirements, in March of 1969, the Capitol Hill Chamber of Commerce initiated a petition drive. The petition was a formal request for a feasibility study of Oklahoma City’s southwest district. Initial funding for the petition drive was through a loan from the local Southwestern Bank and Trust for \$2,500 signed for by members of the Capitol Hill Chamber of Commerce (D. Hunt, personal communication, November 7, 2005).

In addition to the Capitol Hill Chamber involvement, the OSRHE and Oklahoma City Chamber of Commerce lent support to the initiative. W.T. Payne, a member of the OSRHE with Leland Gourley of the Oklahoma City Chamber, provided encouragement and support as the Petition Committee made plans to move forward (Childress, 1969a). For the petition to be valid and accepted, the petition had to contain at least five percent of the names of a district’s voting population (“Junior college given push,” 1969). In this case, that number would be approximately 2,500 signatures. With a feasibility already completed and the results favorable, this petition drive would formalize the request

process and provide for a second study in the area. The petition drive was mid-March to June 7, 1969 (D. Hunt, personal communication, November 7, 2005).

When it seemed the goal of 2,500 signatures was attainable and the likelihood of an election in sight, the committee hit a new unforeseen obstacle. On May 22, 1969, the OSRHE announced they would not authorize any new two-year institutions until their office completed a larger statewide study of Oklahoma's educational needs ("Petition drive starts," 1972). Although undoubtedly discouraged by this news, the Petition Committee Chairman, David Hunt, presented the completed petition containing 3,234 signatures to the OSRHE June 17, 1969 ("Commerce Comments," 1969). They did not formally recognize or accept the petition at the time (Gaines, nd).

It is not clear whether the OSRHE intended to establish the institution from the beginning or the sheer determination of the Oklahoma City political community changed their minds. At a meeting of the Board of Directors of the Oklahoma City Chamber of Commerce in August 1969, the chancellor for the Dallas County Junior College District urged local leaders to seriously pursue the formation of a two-year comprehensive institution in the Oklahoma City area (Lantz, 1969).

In October 1969, Democratic legislators representing south and southwest Oklahoma City signed a letter of support asking the OSRHE to reconsider their actions, approve the OSRHE for the district, and call an election ("Beacon Comments," 1969). In addition, the Oklahoma County House Democrat delegation, led by Representatives Marvin York, Kenneth Nance, and John Miskelley, solicited support from the speaker of the house by negotiating a tacit arrangement to provide advance notice of the delegation's intentions prior to a vote on the floor ("Beacon Comments," 1969). In return, the speaker

openly supported the group's efforts before the OSRHE helping to present a united front within the state's political community.

On November 12, 1969, the OSRHE officially recognized the petition, submitted in June ("Junior college vote ordered," 1969). The petition initiated a new feasibility study that concluded on November 25, 1969 with similar favorable results of the previous study (see Appendix B for second feasibility results). The OSRHE determined the south Oklahoma City area met the established requirements for a junior college district. On that 12th day of November, E.T. Dunlap, chancellor for the OSRHE, filed the petition for the election ("Community effort pays," 1972). According to the filing, the election area would include properties within an area bounded from a point where the North Canadian River crossed I-35, south on I-35 to Southeast 36th then east to South Bryant, south to the Cleveland County line and back west to the Canadian County line, and north until the county line intersects with the North Canadian River (OSRHE, 1968d) (see Appendix B for map).

After the success of the petition drive, David Hunt, chair of the Capitol Hill Chamber of Commerce Community Junior College Committee, met with Leland Gourley, representing the Oklahoma City Chamber of Commerce education committee, to plan for the upcoming election (Gaines, nd). The plan turned into a publicity campaign. The "Get Out the Vote" campaign included radio and television spots, newspaper ads leaflets, and telephone drives (Gaines, nd). As the election date drew closer, the campaign committee's publicity efforts increased. Members of the legislature, local businessmen, and general supporters of the institution met with civic groups, held town hall meetings at local high schools, and organized an intense telephone promotion

for the upcoming election (Gaines, nd). A large part of the campaign dealt with ensuring the local residents that this was not an election to increase taxes but rather a vote to show support for the establishment of a new institution in the area. December 16, 1969, after a full year's effort by the Capitol Hill Chamber of Commerce, local politicians and interested citizens, the people of southwest Oklahoma City, voted to support the new institution by a vote of 1,017 to 168 (Greiner, 1969).

Part II: 1970-1972 Funding, Facilities and Academics

On January 27, 1970, a new two-year institution was created in southwest Oklahoma City (OSRHE, 1970a). In accordance with O.S. 70 § 4403 and the passage of Resolution No. 581, Section 2 of the *Oklahoma Higher Education Code*, the legislature created not South Oklahoma City Junior College, but Capitol Hill Junior College (see Appendix C for copy of resolution). On February 23, 1970, the Greater Capitol Hill Chamber of Commerce Executive Committee sent a resolution to the Oklahoma Board of OSRHE to request the name of the institution be changed to South Oklahoma City Junior College (Capitol Hill Chamber Report, 1970). The request for the name change supported initiatives in the Capitol Hill district to change the name of the chamber of commerce to South Oklahoma City Chamber of Commerce ("Name and boundaries set," 1970). Members of the chamber, community and political arena believed the name change indicated a unified district (A. Snipes, personal communication, October 28, 2005). On March 24, 1970, the OSRHE approved the name change with the passage of the *Oklahoma Higher Education Code*, Resolution #588. With official approval granted by the OSRHE and the south Oklahoma City residents, the next step was seating the first governing board of the institution. Governor Dewey Bartlett formed the first governing

board March 31, 1970 (OSRHE, 1970b). The first members of the board were seated the next month.

Local businessmen, civic boosters, and prominent Capitol Hill Chamber of Commerce members were among the first members of the Board of Trustees. According to OSRHE guidelines and established educational legislation, appointing institutional governing boards was the duty of the governor (OSRHE, 1968a). The four first appointed trustee seats were set with staggered term limits (OSRHE, 1970a). Reappointment to the Board of Trustees after the initial appointment was initially through election and then re-election.

On April 2, 1970, Governor Bartlett appointed the first four members and assigned term limits to each appointment (“Junior college board formed,” 1970). The first appointment was Al Snipes, local insurance provider and prominent Republican official, to a term of four years. The second appointment was, Carlton V. Myrho, self-employed former treasurer of McGee Corp. to a term of three years. The third appointment was Leon C. Nance, former principal of John Adams Public School, to a term of two years, and lastly Jim Lookabaugh, civic volunteer and former football coach with Oklahoma State University for a one-year term. Once seated, the new four-member board set the remaining three seats on the board of trustees. With the appointments of Wesley Weldon, manager of the Capitol Hill John A. Brown department store; Jack Turner, Turner Brothers Trucking Company; and Robert Moser, President of Southwestern Bank and Trust, the board was complete. Governor Bartlett swore in this first Board of Trustees of SOCJC April 22, 1970 (SOCJC Board Minutes, 1970a), a full two years before the doors

of the new junior college would open (see Appendix D for picture of first SOCJC Board of Trustees).

The new board of trustees wasted no time attending to tasks establishing the new institution and addressing pressing funding issues. Al Snipes donated the use of his business office space at 3512 South Western Avenue as the temporary administrative offices of the new institution (A. Snipes, personal communication, October 18, 2005). From here, the new board began the first order of business, to organize the board. To assist with the general clerical duties of the board, Carlton Myrho, board chair, began developing the qualifications of the institution's president, interviewing temporary office help, and locating a building site for the college (Gaines, nd). To afford the temporary help as well as proceed with general planning tasks for the institution, securing funding was a primary task. Under legislation passed in January 1970, the junior college school district was not eligible for state funds to assist with the initial start up costs of the institution ("Junior college funds sought," 1970). Under the January legislation, the state would allocate a sum equal to the per capita cost of the previous year's student enrollment ("Junior college funds new bill," 1970). With no enrollment, building, or staff the previous year, the new junior college would not receive funding assistance from the state for the first year of operation.

The board would look to other means to secure funding using previously passed educational legislation as support. On May 7, 1970, the SOCJC board of trustees met in regular session and voted unanimously to pass a resolution declaring the college district as an area technical school district (SOCJC Board Minutes, 1970b). The resolution provided an avenue for the board to secure funding based on the processes for an area

technical school district's governing board to call for a vote of the people of the new technical college district to pass a two-mill planning and operational expense levy for the institution. The vote was initially set for May 26, but due to other bond election issues held in the same period, the date was set for June 23, 1970 ("Southside voters have say," 1970). Passage of the levy could yield between \$180,000 and \$200,000 per year for general operating expenses (Bruce, 1970).

Fifteen days prior to the millage vote, June 8, 1970, the board of trustees met in regular session, adopted an operational and planning budget for \$25,000, and presented it to the OSRHE for authorization (SOCJC Board Minutes, 1970c). The levy passed, 635 to 198, giving the new institution its first source of revenue ("Next step; millage," 1970). This would be one of several levy votes requested for the new institution before the first building was complete. Meanwhile, Senator Lee Keels and Rep. Bengston were trying to secure a 160-acre tract of land in the 7400 block near Southwest 74th Expressway for the institution's site (Young, 1971). Although the millage vote passed, the legislative bill authorizing the allocation of the land failed (Gaines, nd). The board members and politicians alike would continue to look for a suitable site to build the institution and legislation to assist with the process.

With initial funding secured, the board moved on to the matter of hiring a president for the institution. The type of individual the board considered appropriate to lead the board and the institution fueled much debate. The president's role would consist of project manager, community liaison, and the professional leader of the Board of Trustees ("Junior college board formed," 1970). By the end of May 1970, the qualifications for the position were set and the position opened. Within a month, 48

candidates had applied for the position (“48 men seek job,” 1970). Of these, the committee selected 10 for interviews.

To conduct the first set of interviews, a committee assigned by the board consisting of chamber members, board members and local civic volunteers traveled across the country interviewing potential candidates in their hometowns and at their institutions (“48 men seek job,” 1970). Once interviewed, the committee presented its findings in special board meetings. These meetings took place during the first weeks of August 1970 (SOCJC Board Minutes, 1970d). Three finalists from a field of 10 emerged: Dr. J.C. Nichols, of Weatherford, Texas; Dr. J. Bruce Wilson of Jacksonville, Florida and Dr. Lewis Eubanks of Midwest City, Oklahoma (Gaines, nd). The board met in regular session September 18, 1970(e) to discuss the three candidates and to select the top candidate. The board selected Dr. J. C. Nichols for the position and, September 24, 1970, he became the first president of SOCJC (SOCJC Board Minutes, 1970f).

President Nichols’ official term was to begin November 11, 1970 (SOCJC Board Minutes, 1970g) but the new president began his tasks well in advance of that date. His first order was to address the constituents of the college’s district at a local press conference just days after he accepted the presidency. The event began as a routine press conference, but turned into a town hall meeting. Not only did the community get its first taste of the new president, the president got his first taste of Oklahoma and his new community. The new president fielded questions covering subjects from his personal status to his professional experience. In addition to meeting the public, President Nichols assisted by Robert Moser, secured new office space at 5302 South Western Avenue on November 9, 1970 to accommodate the expanding staff (SOCJC Board Minutes, 1970g).

President Nichols hoped to have his 18-month agenda in place by January 1971. The agenda was a laundry list of “to-do” items for the new president to accomplish to meet the anticipated opening date of fall 1972 for the new institution. At the top of the list was the need to select an architect, prepare for a board member election, and acquire a permanent site on which to build the institution (see Appendix E for Nichols’ agenda).

At the December 14, 1970(h) regular meeting of the board, President Nichols and Jim Lookabaugh, board member and Chairman of the Site Committee, reported they might have a possible site for the institution. Approximately 144 acres at the corner of the intersection of Southwest 74th Street and South May Avenue held promise. The site was easily accessible to commuting traffic, there was sufficient land available for expansion as needed, and the land was owned by the School Land Commission. Further investigation of the site, as well as waiting for the start of the legislative session, tabled the issue for a short time (SOCJC Board Minutes, 1970h).

In the meantime, several architectural firms interviewed for the privilege of building the new institution. On February 8, 1971, Jones, Hester, Bates and Rieck received the bid to build the new institution (SOCJC Board Minutes, 1971a). Previous building projects in the Capitol Hill district gave this firm an edge with the board. The South Community Hospital and the South Oklahoma City Chamber of Commerce, formerly Capitol Hill Chamber of Commerce, buildings were among their projects completed (SOCJC Board Minutes, 1971a).

The firm wasted no time and, before the end of the fiscal year, building plans and model renderings would be complete. The original and final first phase design for the new institution consisted of a “low-profile” main building halfway underground and

supported by earthen berms (“Local architect selected,” 1971). This non-building was the most versatile option from which to build and expand as the institution grew and changed (see Appendix F for building illustration). It provided a large enough space to begin classes as well as a foundation from which to grow.

To ensure the firm would have a space on which to build, the board, in executive session on February 22, 1971, approved a resolution and sent it to the commissioners of the land office. The resolution requested the Trustees of South Oklahoma City Junior College to have the opportunity to purchase a permanent easement for the 144 acres at the corners of Southwest 74th Street and South May Avenue (SOCJC Executive Session Board Minutes, 1971). The Oklahoma State Attorney General’s office was still undecided regarding the legality of a permanent easement by the regular meeting of the board on March 8, 1971 (SOCJC Board Minutes, 1971b). Meanwhile, the president and board were anticipating the first election of a board member with political attention focused on the institution and its president.

By March 29, 1971, the state’s attorney general had ruled favorably for the lease agreement. At a luncheon meeting of the South Oklahoma City Chamber of Commerce, Governor David Hall announced the granting of a permanent easement to South Oklahoma City Junior College at the corner of southwest 74th and South May for approximately 140 acres (Gaines, nd). The governor stated the institution would lease the land for the sum of \$5,000 per year (Young, 1971). This parcel was a highly prized piece of land in the Oklahoma City area. At the time of the new leasing announcement, leasing of the land was for agricultural purposes for \$1,500 per year. A local horse-riding club used the land to corral horses and ride through the open fields (W. Weldon, personal

communication, October 29, 2005). At the announcement, the governor highlighted key individuals who played a role in securing the land. One such individual was Senator Lee Keels, House Democrat and Capitol Hill resident.

Leasing of the land was not a politically popular decision and the majority of the Oklahoma Senate openly disagreed with the decision (Parr, 1971). The Senate requested the State Land Commission to rescind the lease offer in a non-binding resolution. On April 13, 1971, the resolution passed by a vote of 27-11 (Gaines, nd). The resolution was not legally valid but served as an expression of the Senate's disapproval of the leasing (Parr, 1971). The land deal remained in place and the Senate's disapproval went on public record. On April 12, 1971(c), anticipating acquisition of the land, the board approved an election for a second millage vote to take place May 11, 1971. An affirmative vote would increase the operational millage from two mills to five mills (SOCJC Board Minutes, 1971d). The increased millage needed to be on the tax rolls prior to the close of the fiscal year of June 30, 1971 to be counted for the 1971-1972 fiscal year to ensure the college would open on time in the fall of 1972 ("Another millage vote," 1971). The levy passed 448-120 ("Junior college levy," 1971). The new five-mill levy will provide approximately \$465,000 a year for school operating expenses ("Junior college levy," 1971).

The outcome of the regular meeting of the board on May 10, 1971 (d) brought many changes to SOCJC. First, the increased millage vote was likely to pass and the board was ready to proceed with the first building phase of the new institution. Second, President Nichols was actively pursuing the Moore Public School District to consider the possibility of annexation into the SOCJC's area school district (SOCJC Board Minutes,

1970d). The added school district would increase the revenue from which the mill would draw and provide additional monies for operational expenses. Further discussion would take place between the two boards once Moore's board investigated all possible aspects of the annexation (Gaines, nd). Finally, President Nichols announced he would not continue employment with SOCJC effective June 30, 1971 (SOCJC board minutes, 1970d).

The announcement of the resignation of Dr. Nichols a mere six months after he took office raised several questions among the board, community, and OSRHE. Nichols stated he was stepping down for personal reasons but many, including his colleagues, felt it was the political pressures associated with the position and the district (A. Snipes, personal communication, October 18, 2005). During the previous six months, he faced political opposition acquiring a building site as well as during the final land acquisition process, a board seat election, and a millage vote ("J. C. Nichols resigns," 1972). In addition, he faced Democratic senators authoring a new legislative bill seeking the removal of the SOCJC's board.

Democrat Rep. Kenneth Nance, one of the institution's earliest proponents, authored the bill to remove the SOCJC board. The bill called for the removal of the board and the appointment of a new board by now Governor David Hall (Boone, 1971). In addition to seating a new board, the legislation provided for the appointment of the members at the end of each term instead of an election process (Boone, 1971). It was little secret the bill aimed to remove Trustee Al Snipes, a prominent Republican activist, from the institution's board (A. Snipes, personal communication, October 29, 2005). With the uncertainty of the board's status, some believe, Nichols chose to remove himself

from the political battlefield and seek employment in a less hostile environment (A. Snipes, personal communication, October 29, 2005). On June 30, 1971, Dr. J. C. Nichols officially resigned as the first president of SOCJC. His next professional position was Vice President of Pan American University in Edinburg, Texas (“J.C. Nichols resigns,” 1971).

Although the institution was without a president, the progress of the institution continued in anticipation of a fall 1972 opening date. Architectural designs were completed and approved, additional funding secured and budgeted, and the search for a new president underway. The board and the community did not have to look far to find the next leader of SOCJC.

A new search was not conducted to fill the vacant leadership position. Board members, with guidance from the OSRHE, looked locally for the next president. He would have experience, not only dealing with Oklahoma higher education issues from his previous position with the OSRHE, but with Oklahoma politics as well from his experience with campaigning (J. Cleek, personal communication, November 7, 2005). On July 12, 1971, the Presidential Search Committee recommended Dr. John Cleek to be the new president of the college (SOCJC Board Minutes, 1971e). The decision was not unanimous. Al Snipes, trustee, who did not believe the board made the right decision hiring Dr. Cleek, was noticeably absent from the board at the time of the announcement (A. Snipes, personal communication, October 28, 2005).

Although his first day of business was September 1, 1971, Cleek addressed the board for the first time as the new president August 3, 1971 (SOCJC Board Minutes, 1971f). The new president wasted no time moving on with plans to open the college. At

his first board meeting in August 1971, President Cleek presented his projected schedule for completion of the Master Plan by January of 1972, his selection for three new administrators and a copy of the OSRHE's report, *Oklahoma Higher Education-Plan for the 70s*. Previous work by the board and President Nichol afforded the new president with some direction and a foundation from which to launch his term.

After reviewing work already completed in the initial planning of the facilities, Cleek moved forward with the proposed method and design of the first building for the institution. At the board's regular meeting, September 7, 1971, Bob Reick, representative for Jones, Hester, Bates and Reick Architects, presented a scale model of a half-underground concrete structure (SOCJC Board Minutes, 1971g). The model detailed the system of pre-cast concrete exterior and interior walls with a central sky light. By using pre-cast materials, the architects could design the interior columns, beams, structural floor roof and wall panels at the plant site and store them until needed at the building site ("Fast track requires pre-cast," 1971). The fall 1972 opening deadline necessitated this method of construction (see Appendix F for building illustration).

The pre-fabricated materials provided additional options for the size and dimensions of the new institution to adjust for changes as the master facilities plan evolved over the next year (J. Cleek, personal communication, November 7, 2005). Reick explained to the board the need to build a permanent building, and not temporary buildings, to establish the institution as a permanent fixture in the community (SOCJC Board Minutes, 1971g). The first building in phase one contained approximately 64,000 square feet of open unobstructed space (J. Cleek, personal communication, November 7, 2005). The open concept of the educational space was not only a physical attribute, but

also a tribute to the open concept of all components of the new institution. The building design would allow additional construction projects without interrupting the flow of the academic year (Jones, 1971). Modular partitions designated the interior office space, classroom space and educational labs. The only permanent interior design walls covered the bathroom areas (see Appendix G for map of interior). The panels would allow the institution to adjust classroom size, office needs and lab space as the institution's enrollment grew (Jones, 1971). The estimated costs associated with building and furnishing the first main building was \$750,000.

After presenting the design and method of construction for the institution and proposing a tentative budget, he unveiled his first three administrative appointments to the new administration of the college. Al Taylor, former director of the data processing department at Oklahoma College of Liberal Arts, Chickasha, assumed the helm of administrative affairs. David Blackman, former director of radio and television services at the University of Alabama, became the director of communications and, finally, Glen Howard, former director of development at Oklahoma City Southwestern College, accepted the role of coordinator of federal programs (Gaines, nd). These first administrators of the institution would double as members of the institution's faculty.

All information presented at the September meeting focused on moving forward. Besides accepting the architectural design and appointing three new personnel, Cleek presented his plan for the college and explained how it would fit into the grand scheme of Oklahoma's future educational system (SOCJC Board Minutes, 1971g). He based the rationale for support of his initiatives on the OSRHE recently produced report, *Oklahoma Higher Education-Plan for the 70s*. Among items outlined in the report, highlights

include providing general oversight of the state's educational system including junior/community colleges for the accrediting, funding, and academic focus of the institutions to the OSRHE (OSRHE, 1971g). Clearly, the new president had vision and the means to accomplish the task of opening the institution on time.

A tight timetable forced the new president to secure all required construction funding for the new institution at once. Previously passed millage votes did not provide adequate monies to cover the express building of the new institution and the fall 1972 opening was one short year away. The board called a \$5.25 million bond election for October 26, 1971 (SOCJC Board Minutes, 1971g). Although this bond would place the total construction cost on one bond election, the board could sell the bonds as needed to fund each system contract. This method of contract awards allowed the construction to begin before all drawings and specifications were finished. This day-to-day construction format initiated the hiring of general contractors or construction managers to serve as board oversight on location during construction (Dryden, 1971a)

With building plans underway and a pending bond vote set, Cleek began assembling his academic plan coordinators and holding community informational conferences (Gaines, nd). Cleek recommended the board form an Academic Affairs Task Force to begin developing the institution's academic plan. Appointed to the task force were Drs. Bruce Owen, Charlice King, Bill Neptune and David Larrimore (SOCJC Board Minutes, 1971g). Each member served as an academic consultant for a period no longer than 90 days to assist with the development of academic programs and the instructional format of the college. The goal of the task force was to produce an academic plan that was both progressive and functional. It would meet the needs of the students by preparing

them for the future. Special consultant to the task force was Dr. B. Lamar Johnson of California (“Community effort pays,” 1972). Additionally, Cleek, authorized by the board, submitted the college’s application for membership in the North Central Association of College and Secondary Schools (Gaines, nd).

On September 27, 1971, Cleek hosted the institution’s first community forum (“South city college conference,” 1972). A large and varied group of community members attended the conference to learn more about the institution and its employees. Dr. E. T. Dunlap, Chancellor of the OSRHE, Dr. Al Phillips, President of the newly opened Tulsa Junior College, and Oklahoma City Mayor Patience Latting also attended (“South city college conference,” 1972). Attendees looked over the scale model of the institution, asked questions about the types of courses and programs offered by the institution, and provided their input into what they perceived should be in the college (Gaines, nd). President Cleek also used this conference to lobby the community for their support in the upcoming bond election (“South city college conference,” 1972).

President Cleek was anticipating the bond issue to pass. He was so sure the community would support the new institution by an affirmative vote that he organized a groundbreaking ceremony. The ceremony was a, “BYOS- Bring Your Own Shovel” event (“College planning groundbreaking,” 1971). This would be no ordinary groundbreaking (see Appendix H for groundbreaking picture). With the bond election slated for October 26, 1971, President Cleek held the groundbreaking ceremony on October 24, 1971, two days prior to the bond election (“College groundbreaking,” 1971). The vote was 951-424 in favor (Dryden, 1971b). Less than a month after approval of the bond, the

board sold the first \$1 million of general obligation bonds to begin construction (“Junior college proposal approved,” 1971). On January 13, 1972, construction began.

With construction underway, attention focused on completing the academic plan and hiring staff. By January 1972, the academic task force completed the initial 90 day consultant period. Dr. Bruce Owen, original task force member moved from part-time academic consultant to full time dean of applied humanities and chief academic officer for the college (“Junior college adding,” 1972). Along with Dr. Owen, the board filled several other administrative positions and established the first level of the organization chart (Gaines, nd).

Mr. Gary Lombard, the first admissions counselor and Dr. Gordon Kilpatrick, coordinator educational specifications and instructional research, joined the institution in early January (“Junior college adding,” 1972). The college needed to move into new offices to accommodate the expanding staff and in anticipation of more staff. At the January board meeting, the members voted to move the temporary offices to the Cheatham Manufacturing Company facility at Southwest 29th Street and South May Avenue. The college took up residence in the abandoned manufacturing warehouse at the end of January 1972 (“College offices to be moved,” 1972). Here Dr. Owen and his task force group added the final touches to the academic plan. The president and board began appointing additional administrative staff and hiring faculty to begin developing the instructional format and program curriculum (SOCJC Board Minutes, 1972a).

Dr. Owen and the Board of Trustees submitted the completed academic plan to the OSRHE in February 1972. The plan, *A Common Sense Approach to Education*, was a comprehensive education plan for the institution and the future of the institution. The

plan outlined the educational format or mission of the institution as well as provided the rationale behind the new unique educational concepts (see Appendix I for complete plan). In addition to explaining the educational philosophy of the new institution, the plan provided the first mission statement, admissions criteria, academic calendar format, and enrollment projections (Owen, 1972).

The concepts highlighted in the plan were unique to Oklahoma education. The college developed a total environment dedicated to learning and open to all who desired to learn (Owen, 1972). Its mission statement encompassed all aspects of education to include traditional educational offerings, technical and occupational career programs, social outreach programs, cultural offerings, and remediation assistance (Owen, 1972). No admission criteria were established. The criteria consisted of any student, high school graduate or non-graduate, district resident or non-district resident, transfer in good academic standing or not, in state or out of state with one common denominator: a desire to learn (Owen, 1972). All students were eligible for admission into the college. To accommodate the various aptitudes of the students, they completed an American College Testing Program assessment test for placement. Placement into the appropriate level of instruction for the chosen program of study provided an advantage to the student and helped the student to complete the program of study successfully (Owen, 1972).

The open concept of the college extended beyond walls and into all aspects of the college. The campus was an open space concept with non-designated classroom space or offices. Classrooms, labs, and offices consisted of table and chairs surrounded by shag carpeted portable panels. The panels adjusted the size of the classroom space to accommodate the size and needs of the curriculum and students. The college used a

building grid system to identify space usage (see appendix G for example of space usage). Classrooms and office spaces could move and a new designation quickly assigned providing for the efficient use of all available floor space (“SOKC junior college to grow,” 1972). Students accessed the college and parking areas off an external circle drive encompassing the entire college building site. Three entrances, one from southwest 74th and two off South May Avenue provided access to the circle drive. The circle drive routed traffic around campus not through the campus.

The college would have 10-entry points, a new start every five weeks during the academic calendar to give students the option of starting when they wanted and not when it was convenient for the college (“Community effort pays,” 1972). To serve the students and their educational needs, the college offered all students personalized, self-paced instruction. Students moved through a system of curriculum of their chosen field of study as they mastered the concepts of each level of the program (S. Kamm, personal communication November 7, 2005). Instructors assisted the students through each level and promoted the student to the next level once they felt the student understood the concepts (“Ten-year interviews,” 1982). In addition, the plan outlined an accountability policy of the college to the community. The policy provided for the input of the local community on all matters of the institution and called for an external audit of the educational programs by an outside agency conducted annually (Owen, 1972). All findings were open for review by the public and official reports forwarded to the OSRHE, legislative leaders and the Governor of Oklahoma.

The most notable and most controversial concept of the educational plan was the non-punitive grading format. The educational philosophy hinged on the ability of the

students to achieve their desired goal. A letter on a transcript did not measure student success. Students did not receive a failing grade if they did not successfully complete the program objective by the end of the five-week period (“Students advance at own pace,” 1972). Instead of an “A” or “B,” a student received an “M” for mastery. The student would take the course until they “mastered” it. The idea behind the educational concept of “mastery” of educational objectives was to provide the student with a positive learning experience and foster a community of learners (Owen, 1972). If a student failed a course, the course was not recorded to the student’s record (A. Taylor, personal communication, October 2, 2005). The student would then work with the instructor to complete the course to the instructor’s satisfaction. Only passing academic credit appeared on the student’s record. The instructor determined when the student had “mastered” the course and the content of the course (S. Kamm, personal communication, November 7, 2004). This grading policy gave the student the accountability for his/her educational goals and objectives (Owen, 1972).

Class periods were non-traditional as well. Semesters did not exist; instead, the year was divided into 10 five-week “mini-mesters” (Owen, 1972). The student could enter anytime during those periods. With the individual pace of the curriculum, students met in a formal classroom setting less often. The student’s goal may be to receive training to obtain a job, build on an existing college curriculum to transfer to a university to complete a bachelor program, or learn something new through the continuing education program. Whatever the goal, the college intended to assist the student to reach it. Like many concepts of the new college, the educational plan was non-traditional but

reasonable. The OSRHE approved the academic plan at its regular February board meeting (OSRHE Board Minutes, 1972).

The new college would offer six areas of education programs referred to as career clusters (“Community effort pays,” 1972): Media and Arts, Public Safety, Public Service, Business and Management, Health Occupations, and Engineering (Owen, 1972).

Throughout the spring of 1972 and into the summer months, the administrators began assembling instruction and curriculum development personnel. These personnel were the faculty and staff of the new institution. To use the resources of the institution in the most efficient manner, all personnel, administrative, support staff and faculty provided instruction (Owen, 1972).

To break the mold of traditional higher education instructional staffs, the administration of the new college looked to bring in individuals willing to teach in the new format. Individuals interested in working at the college would first complete an employment application and include in the application three personal learning objectives of their field of instruction (“Ten-year interview,” 1982). These three objectives became the educational outcome or outcome objectives of the course taught in that subject (“Ten-year interview,” 1972). The goal was to build a faculty with complete buy-in for the instructional format and educational goal of the student. Over 500 from across the country applied for the opportunity to work at the new college. Board members, community representatives, and administrative staff served on the selection committees and conducted the interviews. The process moved quickly and the first faculty was on staff by March with the hiring of Mrs. Lynn K. Bales, Health Related Career Programs coordinator and curriculum developer (“College seeking change,” 1972).

With construction moving forward and the academic plan approved, the college's administration focused on the infrastructure of the institution (see Appendix J for organizational chart). Building community support, admitting students, developing the core curriculum offering, and training faculty and staff highlighted the next few months of preparation for the new college (SOCJC Board Minutes, 1972a). On March 23, 1972, SOCJC hosted a community informational conference at Grant High School ("South city college plans conference," 1972). Over 150 interested students, parents, and residents attended the town hall meeting style conference. The purpose was threefold. First, the college wanted an opportunity to explain its educational programs. Two, the college wanted to give the district's students the opportunity to ask questions concerning the content and admission process and provide input on educational desires of the community. Third, the college wanted to begin the admissions process for students already interested in attending the new college ("Community of students involved," 1972). The conference was very productive and the college planned to host similar meetings in the future (SOCJC Board Minutes, 1972b).

All the efforts of the administrative staff, the community supporters and the legislature paid off when the first students were admitted. Without a building, a schedule of course offerings or a definite opening date, students managed to find their way to the college. The college released the first list of admitted students on April 18, 1972; 59 students were on the list ("First list reported," 1972) (see appendix K for published list).

In June 1972, SOCJC received final accreditation by the OSRHE, following the previously received accreditation by the North Central Association. With final accreditation granted, the final stages of faculty appointments moved ahead. By July 1,

1972, SOCJC employed 44 new faculty to go with the already established the administrative base (SOCJC Board Minutes, 1972c). The college employed Dr. Albert Canfield as a special consultant in curriculum development to provide guidance to the new faculty developing the curriculum (Gaines, nd). Dr. Canfield held a two-day workshop for all full time faculty the first week of July and based the workshop agenda on the independent study format prescribed by the college. To support the self-study format, the faculty would create a learning packet for each objective of the course (see Appendix I for sample of course module materials). Students would use these packets to move through the curriculum and master the concepts of the course. For the packets to be understood and useful, they needed to contain thorough definitions and clear concise information for the students to demonstrate their understanding of the content. Success of the student was the underlying factor as faculty created their curriculum (“Ten-year interview,” 1972)

With the faculty and staff in place and construction nearing completion, President Cleek and the community of the college received additional financial support for the institution’s building plans. In July, SOCJC received a federal grant to help pay for the construction loan on the college’s first building. The grant supported the \$1.5 million bond and provided additional monies for construction costs (“College given federal grant,” 1972). In addition, the grant provided the community with a much earned tax relief. In the previous two years, the residents of the southwest community voted to tax themselves to fund the institution. Receiving the grant lessened the financial burden on the district and provided much needed funding for the completion of the institution.

Through the Oklahoma summer, the faculty, staff, volunteers and construction crews worked to ready the institution for the first class of students. On August 1, 1972, the 65,000 square foot building was ready for occupation (SOCJC Board Minutes, 1972d). The college met the deadline set over five years earlier when the first proposal for the institution was discussed among politicians, businessmen and residents of the southwest community. All that remained was carpeting the floors.

The SOCJC Board of Trustees conducted their first regular meeting in the new building on August 14, 1972 (SOCJC Board Minutes, 1972d). By August 16, the college moved the admission and registration process into the new building and all administrative services were operational. The college estimated it was processing approximately 60 students per day and could possibly see a first semester enrollment of 1,200 students (“Registration proceeding smoothly,” 1972). Faculty were preparing packets and supplemental learning materials at a record pace to meet the class schedule of courses offered from 8am to 11pm every week day (“Registration proceeding smoothly,” 1972). The faculty met for the first time in the new facilities on August 18, 1972 (Gaines, nd).

In the regular board meeting on September 21, 1972 (e), President Cleek briefed the board on the progress of the college and his anticipated schedule of the first day of classes. First on the agenda was preparing for opening day to take place in just four days. Classrooms needed set up, desks assembled, and textbooks counted but most importantly, everyone needed to be ready to meet the students.

The night before classes began all available faculty and staff were working to complete last minute tasks such as organizing classrooms, assembling furniture, and stocking the shelves with learning materials (J. Cleek, personal communication, October

25, 2005). To assist the students, the staff of SOCJC developed “survival handbooks” providing information to the students on how to maneuver through the new institution (“Things smooth first day,” 1972). The president and staff of the new institution looked at every possible barrier to the students’ acclamation to the institution as well as to their educational goal and removed them.

On Monday September 25, 1972, a college emerged from what was once an empty pasture. The year before, the only credit to the college was the name. There were no staff, no faculty, no building and no students. However, on this day, the pasture housed a remarkable building built in record time that was host to approximately 1,050 students, the first class of SOCJC.

Analysis

Theoretical Frame

Walcott (2001) describes content analysis as the “examination of data using systematic and standardized measures and procedures” (p.33). To illustrate the organizational design, the researcher used assumptions of Bolman and Deal’s (2003) structural/bureaucratic frame. The structural frame emphasizes formal roles, defined relationships, and structures that fit the organizational environment and technology. This frame includes organizational issues such as a division of labor, rules, policies, and procedures. The following is an analysis of the data illustrating the model of organization created.

1. The organization “exist[s] to achieve established goals and objectives” (Bolman & Deal, 2003, p. 45). A structural view of organizations emphasizes that specific concrete, measurable goals must guide and inform any organization. The mission

statement in *A Common Sense Approach to Education* states, “[a]s a community college that reflects the needs and aspirations of the community it serves, South Oklahoma City Junior College will be characterized by accessibility, comprehensiveness, flexibility, quality, and accountability” (p. 3) (see Appendix I for complete plan). The early leaders of the institution demonstrated the common goal of the institution by not setting predetermined admission criteria, offering a variety of educational options and fields of study in an independently paced, non-punitive format, and allowing the community to be active stakeholders in the institution.

2 & 3. The initial leaders of the institution established clearly defined divisions of labor as well as a hierarchy of authority to coordinate the efforts of the divisions. As evident by the organizational chart (see Appendix J), there was a formal chain of command with divisions clearly defined for the institution. A specialized division of labor eliminates duplication and waste and takes advantage of expertise. Roles are assigned where they will serve the institution best prior to and once the institution is established. Faculty created curriculum and teaching formats, newspapers publicized the institution to garner support from the community, and politicians used their influence to pass legislation to assist with funding and secured land on which to build the institution. The president served as the coordinator of activities as well as the formal authority of the institution.

For each department to carry out their responsibilities successfully, internal chain of command located in each department had to be established. Each department head worked collaboratively with other department heads to build form and function of the infrastructure of the academics, student services, facilities, and administration. Among the academic divisions, continuity had to be established to meet the educational mission

of the institution. Student services had to coordinate their efforts to provide students with the necessary stability to help the admission, counseling and enrollment process. Physical space and operation of the institution had to be maintained and unobtrusive in order to provide a positive learning location for the students. Finally, all these elements relied on the administration to provide the support and guidance for all of these tasks to be accomplished.

Although a leadership hierarchy was clearly defined on paper, a collaborative leadership style was instrumental in the implementation process. The right leaders located at the various levels of the hierarchical ladder made all the components come together in the right place and at the right time. Planning and leadership worked hand in hand for a successful outcome.

4. It is assumed the collective goal is greater than the personal goal and rational decision making was a cornerstone of the institution's administration. Rationality implies decisions are made in a "conscious attempt to link means to ends, resources to objectives, and intentions to activities" (Birnbaum, 1988, p. 113). Efficiency of an institution is achieved and maintained through rational decision-making. Organizations work best when rational thought, and processes prevail, and when coordination and consultation between divisions take place. Rational processes led to the design of the institution's infrastructure developed to carry out the goals of the institution. Looking at the organizational plan in *A Common Sense Approach to Education* p. 24 (see appendix I), each aspect of the institution's form and function is addressed. Specific departments addressed the various components of the institution including academic divisions, personnel issues, community relations, and recruiting students to the new institution.

5. The new institution was not an extension of the traditional brick and mortar educational institutions, and building an institution in the traditional format would be laborious and time consuming. Additionally, the first building of the institution needed to be completed in a short amount of time to make a statement about the institution itself to let the community know it was progressive, comprehensive, and flexible. Drawing upon available construction technology, the institution was erected using a new design of pre-cast building systems. This expedited building schedule allowed the institution to meet the prescribed fall 1972 opening deadline. The physical design of the institution did not mirror traditional high education facilities. Rather the institution was one building with an open interior floor plan and the majority of the facility underground. The interior of the institution was designed to change and accommodate the institution's needs as they changed over time (see Appendix G for interior layout).

Additional technology came from emerging local area networking capabilities. These systems allowed the various departments the ability to communicate with one another to better serve the needs of the students and the institution's community. This new technology provided new formats from which data could be collected to ensure productivity and accountability of the institution. As part of the mission statement of the institution, accountability-fiscally, academically, and economically-was an underlying priority of the institution's leadership. Computerized systems provided the avenue from which this information could be authenticated.

6. Organizational problems are technical in nature and trace back to inappropriate structures or misplaced personnel. The institution's initial organizational problems began and ended with the first president of the institution. It was a case, most likely, of having

the wrong person in the wrong seat on the bus. To accomplish institutional goals, the visible authority of the institution had to appeal to the constituents of the community, be knowledgeable about Oklahoma politics and the inter-workings of the OSRHE, and be driven to achieve the overarching goal of developing and implementing an original public two-year higher education institution. With the resignation of Nichols and the hiring of Cleek, the first institutional restructuring was successfully completed.

As the institution developed and emerged from paper to form, the organizational hierarchy flexed and adapted as members left the institution and new members came on board. When the doors finally opened in fall 1972, the organizational structure that began as unconventional and communal emerged as a traditional structured hierarchical organization with clearly defined levels of leadership and functionality. The only remaining original format remaining was the academic offering. That too succumbed to the traditional educational format over time.

According to Birnbaum (1988), public two-year institutions are more traditional or bureaucratic in their organizational design than private two-year institutions or even the four-year public institutions. Two-year institutions tend to be more hierarchically structured and their administration more rationally focused. In addition, the organizational structure tends to flatter with few steps separating the top administrative leadership positions from the middle, lower administrative and support levels (Birnbaum, 1988). This allows for more communication and fosters a collaborative leadership environment. Using the structural/bureaucratic perspective or frame, organizations can be defined as finely tuned, goal-driven entities consisting of clearly defined parts that are designed to function together efficiently to realize a desired goal (Bolman & Deal, 2003).

According to the data presented and the analysis provided, SOCJC demonstrated the required components of the structural frame.

Research Questions

The researcher discovered four key components- legislation, funding, facilities, and academics-required to develop and implement the institution and address the research questions posed in this study. Underpinning these four components was the calculated planning of each component, the manner in which each was addressed during the process, and the collaborative leadership that evolved among the individuals credited with creating the institution. Information presented not only addresses the original research questions but also provides examples of the structural frame assumptions.

The design of SOCJC was not as a municipal institution but rather a public two-year institution and the last public two-year institution opened in Oklahoma. During the late 1960s and early 1970s, some new public two-year institutions in Oklahoma evolved from municipal institutions. Others developed as private institutions and yet others remained junior college campuses of the larger comprehensive institutions. Oklahoma legislation designed to enhance national educational legislation assisted the municipal institutions to become independent of their municipal origins. Because SOCJC was not affiliated with a local municipal district, early leaders were able to build a unique new public two-year institution that was to serve the whole community and provide traditional liberal studies curriculum, vocational/technical training, and community events

Two key areas of the institution, facilities and academics, reflected the unique focus of the institution. To meet the opening deadline and to institute a new community based education offering, every concept of the institution's physical design was fast-

tracked. Builders modified and reconfigured plans as funding and approval were received. Pre-cast walls and support beams rolled in daily as each section of the 64,000 square foot open concept one-room schoolhouse evolved. The design of the master academic plan focused on progressive flexible academics to enhance and support a learner centered environment. This fresh, new, innovative teaching and learning model helped students increase learning skills by allowing them to work at their own pace. This academic system did more than set SOCJC apart from the rest; it isolated them from their peers in higher education. By bucking the traditional teacher/learner model system, they established SOCJC as an innovative, if not completely, unconventional institution of higher learning in Oklahoma. Not everyone on board with the institution at the time favored this unconventional academic format. Several board members openly disagreed with it and suggested the institution adopt a more traditional educational offering format (A. Snipes, personnel communication, October 18, 2005). Other institutions and members of the institution's community may not have taken them seriously if it had not been for the 10-year accreditation the college received in its first effort.

Many individuals worked collaboratively to provide leadership and guidance during and throughout the development of the institution. Led by Rep. L.H. Bengston and supported by Representatives John Miskelly and E.W. Smith, the OSRHE conducted the first feasibility study to determine if an institution was 1) necessary, and 2) if the community could support an institution of higher education. Additional legislative support followed with Rep. Bengston and Senator Lee Keels presenting amendments providing for the establishment of a community college in the prescribed feasibility study area. In addition to the political support, local residents, civic leaders and businessmen

organized a grassroots effort to move forward with the development of the institution. Local newspapers provided daily progress updates to the community and helped answer community questions, ease concerns and build support for the new institution.

Work by David Hunt, Bill Koonce, Harold Stansberry, Marvin York, Ken Nance, and Leleand Gourley, secured public support for the new institution through a community petition drive. The members of the first Board of Trustees, (Carlton Myhro, Al Snipes, Jim Lookabaugh, Leon Nance, Robert Moser, Jack Turner, and Wesley Weldon) represented the Capitol Hill community and provided the initial leadership for the development and implementation of the new institution. In addition to the board members, leadership provided by both J.C. Nichols and John Cleek moved the institution from drawing board to actuality in record time. Academic leadership from Bruce Owen, supported by the faculty and as well as the infrastructure administration by Al Taylor and Gary Lombard and staff (see Appendix M for complete listing of original faculty and staff) put the concept of a learner-centered academic plan into action and provided students with support and services to facilitate the learning experience.

The early leadership of the institution planned not only for the establishment of the institution but also for the future of the institution. Operational elements associated with design and construction of the facilities, administrative structure and academic plan illustrate the founding members' desire for the institution to evolve as necessitated by the community, which it served, and the changing educational environment. The people involved with the development and implementation of all aspects of the institution provided the catalyst for the creation of the institution. To secure legislative support and community support, and to develop the infrastructure and academic concepts, the

founding members combined to form a cohesive progressive organization focused on a common goal.

The creation of the physical space of the institution provided for future building projects as the institution's student population grew. With no permanent walls defining the interior of the institution, space usage changed as dictated by the size of a class, the activities of the students, services provided to the students and the community and as the staff and student population grew. This flexible system of modular walls provided maximum use of the 64,000 square foot building.

For the academic plan implementation, all faculty and staff of the new institution were involved. Specialized training was provided for the faculty to build course competencies and learning materials as well as how to assess the program competencies. All administrative and support staff were required to teach at least one course each semester. This was to build total collegiality as well as illustrate the importance of a cohesive community within the college. Curriculum issues discussed in a cross-organizational town hall meeting format provided a venue for input from a variety of individuals. The operation of the academics fostered collaboration between faculty and students. The academic plan centered on competency-based instruction with built in assessment components.

The founding members used formal and informal grassroots political activities to implement the institution. Representatives, mostly Democrats, penned legislation for the creation of the two-year institution. Other political leaders collaborated with fellow members of the House and Senate to secure support for the passage of key legislation. Community leaders hosted informational sessions at local PTA chapters and went door-

to-door circulating a petition to illustrate the community's support for the institution. A collaborative effort was instrumental in the successful development and implementation of the institution.

Summary

Started at the height of the community college movement in the mid-to-late 60s, SOCJC has its roots in the people of the southwest Oklahoma City supported by key Oklahoma education legislation. The institution was one of hundreds created during this period in the United States, but its creation is unique to Oklahoma higher education. It is the last originally created public two-year institution in Oklahoma and the first to offer self-paced instruction. The college used a fast track method of building, accrediting, and staffing the institution to complete the college in record time and quiet the institution's detractors. Although its concept was unconventional, the planning process for the institution was practical and conventional. Today the institution is a symbol of the determination and success of what a few motivated individuals can accomplish when focused in the same direction.

CHAPTER FIVE
SUMMARY, CONCLUSIONS, IMPLICATIONS
AND
RECOMMENDATIONS

Summary

The purpose of this study was to provide a history of the development and implementation of SOCJC highlighting the individuals involved and the role they played in the process, and the political process used to establish the institution from 1967 to 1972. Data were collected from historical documents consisting of SOCJC board meeting minutes, OSRHE board meeting minutes, newspaper articles, and institutional artifacts. Document analysis supported information provided through the pre-ethnography establishing a timeline of events. Additionally, personal interviews with past and present administrators, faculty and staff as well as community members and political representatives of the area were conducted to provide additional resource material, provide an opportunity to triangulate the data and add a rich and robust dimension to the research process.

Findings documented the use of progressive legislative initiatives and unconventional funding options to implement the institution. Second, the community involvement with the development of the institution provided a strong leadership foundation for the new institution to grow. Third, the design of facilities provided flexibility to change as construction progressed, and used a new pre-cast system of walls

and support beams to expedite construction of the faculties in a condensed period. The interior was an open concept floor plan defined by a modular panel system. However, the one component that truly set SOCJC apart from the rest of Oklahoma's two-year institutions was the master academic format. Developed by the institution's faculty as an independently paced instructional format with a non-punitive grade scale, the academic plan was uncommon to Oklahoma higher education as well as unfamiliar to the faculty and students of the institution.

The researcher provided a brief analysis of SOCJC using the six-assumptions of the structural/bureaucratic frame defined by Bolman & Deal (2003). The study's findings presented in chronological format allow the researcher to look at the data systematically and connect patterns or themes associated with the assumptions of the structural frame. Examples provided in the analysis illustrate SOCJC's achievement of large-scale tasks by systematically and rationally completing the steps of developing and implementing a public two-year institution in Oklahoma. Although the institution prides itself on being unique and progressive, the underlying elements of the institution are traditional and structured.

Conclusions

It is one conclusion of the researcher, had it not been for all of the various individuals-local educators, political representatives and community members- coming together, the institution may not have been established. In addition, had the legislature not provided the means to fund the institution or the guidelines for establishing a public two-year institution, the process would not have progressed at the rate at which it did. All facets of the process had to come together at that particular moment in time for the

institution to be completed successfully. Previous attempts to establish a two-year institution were unsuccessful because of inadequate resources and support, but the circumstances required to complete the process this time were in place.

It is also concluded that time changes the perception of events and timelines. Information provided through interviews was not as accurate a source as the researcher anticipated. In some cases, information obtained from the written documents provided more accurate information than the personal interviews concerning timelines, participants or outcomes of some of the events. Participants on occasion provided their personal opinion of an action or event that may not have been accurate. As example, one board member stated the Governor's attempt to remove the entire board and replace it with new trustees was to get rid of him because he was a Republican in a Democratic district. According to news stories and board meeting minutes, the main reason the Governor wanted to remove the board was because of the various personal conflicts among all the board members hampering the progress of the implementation process. Another example is information provided through interviews regarding Nichols' unexpected departure from the presidency as being politically motivated, when in actuality, Nichols took a position to return to his home state and be near family. Additionally, participants recall the process for the 1969 feasibility study being conducted but not the 1968 study.

Finally, it can be concluded that the reason behind the drive and determination of the individuals to development and implement an institution in their community was for the betterment of the community as a whole. The need to provide better for the next and future generations is inherent, and this was the means to ensure this goal. All statements regarding why individuals were involved in the process indicated they wanted to give

something back to their communities and provide for the future of the Oklahoma City residents. However, the underlying reasons for some of the individuals may also have been political. Many original members of the Chamber junior college committee, board of trustees, administrators and legislators, used this project as a mechanism to move into other areas of the political, educational or business arenas.

Implications

The reasons for establishing SOCJC were many, but one common goal was to provide a mechanism to enhance a community's educational, cultural and economic environments. This common goal is consistent with research focusing on the developmental history of other two-year institutions in America (Little, 2003; Gunn, 2000) and Oklahoma (George, 1990; Tanner, 1977) as well as the overarching conclusions of many educational researchers of the role of the two-year institution in higher education (Diener, 1986; Cohen & Brawer, 2003).

Koos (1924) opened a dialogue for the purpose of the two-year system and centered it on three concepts: extending the high school curriculum, collegiate work of the freshman and sophomore years, and occupational or trades. Many of the institutions started as municipal colleges, extensions of the local high school referred to as grades 13 and 14. These institutions were a source of pride for the community and brought a sense of prestige to the local secondary administrators and faculty as well as community leaders, and local politicians (Cohen & Brawer, 2003). SOCJC did not emerge from the municipal form, but rather established itself as a public institution offering both collegiate and occupational/technical education. The originality of the concept and development of

the institution is one of the many reasons SOCJC's historical development serves as an essential link in the evolution of the two-year institution.

Frye (1991) provides documentation of many prominent education leaders who prided themselves with the formation or creation of the system when, the real impetus of the movement came from the demand of the people outside of the education arena. Community support for SOCJC is consistent with research referring to the community's involvement establishing two-year institutions. Support for community involvement (Pederson, 2000), not necessarily the work of a few elitist education administrators, but rather the demand of the community for access to a better life through education is instrumental in an institution's establishment. Pederson (2000) also supports the concept of local civic forces such as chambers of commerce, municipal boards and community leaders in general influencing the development of institutions. These institutions provide educational options for the community so it was logical for the local politicians to direct the expansion of these institutions. In addition to the rationale for the development of the two-year institution from civic involvement, local political activities play a part in an institution's success or failure. This directly supports the data gathered by the researcher concerning the development and implementation of SOCJC.

Recommendations

This study provided a historical documentation of the events and individuals responsible for the development and implementation of one two-year institution in Oklahoma, South Oklahoma City Junior College. A historical account of the institution's beginnings should be on record for future researchers and historians to use as comparison studies or as general history of Oklahoma's two-year institutions. Members of the junior

college community may find the information presented beneficial as they explore and record other institution's histories. In addition, individuals in and around the area at the time of the development and implementation may find the contextual analysis of the information presented informative and stimulating.

Cohen and Brawer (2003) believe not enough research is conducted on the two-year institution. The little research conducted does not adequately reflect the importance of the two-year institution in American life. Although there are a few historical overviews of Oklahoma public two-year institutions (Nutter, 1974; Tanner, 1977; and George, 1990), additional research documenting the historical development of other public Oklahoma two-year institutions is needed to provide a rich and full history of the evolution of the two-year institution in Oklahoma. This research would provide a larger basis for conducting comparison studies using the various components highlighted in this study- legislation, funding, facilities and academics- to analyze the development of the two-year institution as a whole in America. Information provided may assist with the planning and development of new public two-year institutions or provide a rationale for why an institution did not persist.

The value of this type of historical research is not only that it provides additional avenues for education researchers and historians, but also because it provides members of the institution's community, faculty, staff and students, not present when the institution was established, a better understanding of the mission, goals and culture of the present day institution. For members of the college's present community, knowing the historical development of the institution can provide valuable insight and understanding of their role in its continuing success. Additional studies could focus on the curriculum

development from an independently paced non-punitive grading system to the traditional Carnegie grading system formula, the evolution of the governing format from an elected Board of Trustees to the gubernatorially appointed Board of Regents, and the role of the institution in the community as a whole. Moreover, the study could be extended chronologically from 1972 to the present to document the development of the institution and highlight the presidential influences on the four components highlighted in this study.

In practice, the institution could be studied using a variety of theoretical frames of organizational theory. Reframing the institution using the political and human resource frames would provide an understanding of the exterior and interior interactions of the institution. Interaction among the various individuals and segments of the community could help illustrate the political frame and provide a better understanding of the interaction and planning elements of the development and implementation process. Using the symbolic frame would illustrate the development of the institution's culture and academic practices using logos, hierarchical structure and architecture. In addition, the various frames could be used to analyze the various leadership styles of the institutions presidents from 1972 to present.

There are as many research opportunities using SOCJC as the basis as there are students that have graduated from the institution since 1972. This study provided the researcher the opportunity to better understand the complexities of today's institution, established a timeline of development implementation of the original institution, and highlighted some of the individuals responsible for the institution's creation. The initial questions raised by the researcher were answered, but the study opened new avenues to

explore concerning educational organizations, political processes effecting higher education and the academic accountability of today's offerings.

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APPENDICES

APPENDIX A
INSTITUTIONAL REVIEW BOARD DOCUMENTS

Oklahoma State University Institutional Review Board

Date: Monday, June 27, 2005
 IRB Application No ED05124
 Proposal Title: Oklahoma City Community College: A History of the First Five Years

Reviewed and Expedited
 Processed as:

Status Recommended by Reviewer(s): Approved Protocol Expires: 6/26/2006

Principal
 Investigator(s)

Molly Henderson

15600 Stepping Stone Court

Oklahoma City, OK 73170

Ken Stern

311 Willard

Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.


- The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 415 Whitehurst (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,



Sue C. Jacobs, Chair
 Institutional Review Board

Sample Recruitment Script

Molly Henderson
15600 Stepping Stone Court
Oklahoma City, OK 73170

[Participant's address]

Dear _____:

I am a graduate student under the direction of Dr. Kenneth Stern in the College of Education at Oklahoma State University. I am conducting a research study to provide a historical record of the development and implementation of South Oklahoma City Junior College (Oklahoma City Community College) during the first five years.

I am requesting your participation, which will involve a personal interview and a follow-up questionnaire. Interviews will be 1-2 hours in length and video-taped. You will have the option of viewing the tapes prior to their incorporation into the study. Follow-up questionnaires will be designed to expand on the initial interview and provide an opportunity for clarification. Due to the historical nature of the study video-tapes will be made public and there will be no attempts to veil your identity.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. The results of the research study are intended to be published.

Although there may be no direct benefit to you, the possible benefit of your participation is to contribute to a written historical documentation of your involvement in the creation and implementation of a higher education institution.

If you agree to participate in the study, please contact me at (405) 895-6542 or through email at mhenderson@okccc.edu.

Sincerely,

Molly Henderson

OSU
Institutional Review Board
Approved <u>6/27/05</u>
Expires <u>6/26/06</u>
Initials <u>DJ</u>

Oklahoma City Community College: A History of the First Five Years

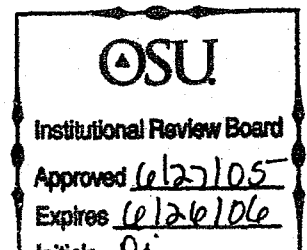
I, _____, agree to participate in the research study named above to be conducted from June 2005 through May 2006. I understand that this research study intends to identify persons and events that contributed to the historical development and implementation of Oklahoma City Community College during the first five years of its existence. I understand that I have been selected to be interviewed based on my relationship to the institution during this particular time period in its history and that I may be interviewed one to two times for approximately 1-2 hours. The interviews will include discussion of my experiences with and contributions to the development and implementation of Oklahoma City Community College during the first five years.

I understand that my real name and/or school name may be used at any point of information collection or in the dissertation.

I understand that participation in the research project is voluntary and that there will be no penalty for refusal to participate; and I am free to withdraw my consent and end my participation in the project at any time by notifying the doctoral student or advisor.

I understand that the interview will be conducted according to commonly accepted research procedures and that the information taken from the interview will be recorded in such a manner that participants will be identified directly with the study.

I understand that the interview will NOT cover topics that could reasonably place the interviewee or the school at risk of criminal or civil liability or be damaging to the interviewee or the school in regard to financial standing, employability or deal with sensitive aspects of illegal conduct, drug use or sexual behavior.



I understand that if I have any concerns, questions or wish to end my participation I may

contact:

Molly Henderson
15600 Stepping Stone Court
Oklahoma City, OK 73170
mhenderson@okccc.edu
(405) 895-6542 (home)
(405) 682-7822 (work)

Dr. Kenneth Stern
Associate Professor
311 Willard Hall
Oklahoma State University
aks9445@okstate.edu
(405) 744-8929

Dr. Sue Jacobs
Chair, IRB Committee
University Research Services
203 Whitehurst
Oklahoma State University
Stillwater, OK 74078

I have read and fully understand the consent form. I sign freely and voluntarily. A copy
has been given to me.

Date _____ Time _____ am/pm

Name of participant (printed)

Signature of Participant

I certify that I have personally explained all elements of this form to the subject before
requesting the subject to sign.

Molly Henderson, Researcher

OSU	
Institutional Review Board	
Approved	<u>6/27/05</u>
Expires	<u>6/26/06</u>
Initials	<u>OS</u>
6025124	

Questions for Personal Interviews

“Creating a community college: South Oklahoma City Junior College, a case study”
Molly Henderson

1. How did you become involved with developing and implementing Oklahoma City Community College?
2. Why did you become involved in the process?
3. Who were some of the other individuals involved in the process?
4. Specifically, what was your part in the development and implementation process?
5. What did you think the institution would look like in comparison to other institutions in the area?
6. How did the public react to the idea of creating an institution in the area?
7. What were some of the problems or obstacles of developing and implementing the institution?

4. Do you think Oklahoma City Community College is true community college?
Why or why not?

5. What do you see in the future of Oklahoma City Community College?

APPENDIX B

FEASIBILITY STUDY- 1968 WITH DISTRICT MAP

AND

FEASIBILITY STUDY- 1969 WITH DISTRICT MAP

REPORT OF A SURVEY TO DETERMINE THE FEASIBILITY OF ESTABLISHING
A JUNIOR COLLEGE IN THE CAPITOL HILL AREA OF OKLAHOMA CITY

Survey Made in Response to House Resolution No. 625,
the Second Session of the Thirty-First Oklahoma
Legislature, Requesting the Oklahoma State Regents
for Higher Education to Study the Feasibility of
Establishing a Junior College in the Capitol Hill
Area of Oklahoma City

Survey Conducted by
Larry K. Hayes, Research Associate

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
State Capitol, Oklahoma City
December, 1968

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PART I
BACKGROUND

In response to House Resolution No. 625 of the Second Session of the Thirty-First Legislature, requesting that the Oklahoma State Regents for Higher Education study the feasibility of establishing a junior college in the Capitol Hill area of Oklahoma City,¹ the State Regents directed their staff to conduct a survey as requested in the resolution.

Inasmuch as the "Capitol Hill area of Oklahoma City" is not a legal entity, it therefore became necessary that an assumption be made as to what was meant by the "Capitol Hill area of Oklahoma City."

Assumption 1: The Capitol Hill area of Oklahoma City is that area of Oklahoma City bounded on the north by the North Canadian River; on the east by Interstate Highway No. 35; on the south by 82nd street; and on the west by Meridian Avenue.

It was also found that it was not clear what kind of junior college was referred to in the resolution. It would normally be expected that feasibility studies relative to community junior colleges would be conducted under provisions of Senate Bill No. 2 of the First Session of the Thirty-First Oklahoma Legislature. In the administration of this law,

¹ See Appendix A for a copy of House Resolution No. 625.

the State Regents formulate criteria and standards for determining the feasibility of junior college proposals. Therefore, the following assumption was made.

Assumption 2: A junior college, as mentioned in House Resolution No. 625, means a community junior college as provided for under provisions of Senate Bill No. 2 and consequently, the State Regents' criteria for administration of this law would be followed in conducting the survey.²

² See "Procedures for Establishing Community Junior Colleges" and "Criteria for the Establishment of Community Junior Colleges," published by the Oklahoma State Regents for Higher Education (Appendixes B and C).

PART II
THE SURVEY

The State Regents took cognizance of House Resolution No. 625 in the spring of 1968 and directed their staff to proceed with the study requested.

The survey began with an historical review of geographic boundaries and education attendance patterns.

Early settlers made the run in 1889, and in 1904 they incorporated as Capitol Hill. In 1910, Capitol Hill was annexed to Oklahoma City. The furthestmost boundaries of Capitol Hill as an incorporated town were as follows: south of the river; west of High; north of 44th street; and east of Blackwelder. (Large areas within these boundaries were not incorporated.) Even though a part of Oklahoma City, the "south of the river" area has for some reason maintained "a special being, an identity, a community pride."³

The Department of Research, Oklahoma City Public Schools, reports that Capitol Hill High School was built in 1928 and until 1951, when Southeast High School was opened (U. S. Grant opened in 1953), served the entire Capitol Hill area. The schools in the Capitol Hill High School attendance area in the 1920s and '30s were: Trosper District No.1 (Crooked Oak); Hall District No. 2 (Capitol Hill - Lee); Lightning Creek District

³ An Early History of Capitol Hill, Capitol Hill Beacon, 1966.

No. 3 (Prairie Queen); and Valley Brook District No. 4. The area served by Capitol Hill at that time could be described as follows: that area of Oklahoma City bounded on the north by the North Canadian River; on the east by Bryant; on the south by 82nd street; and on the west by Meridian. Between 1937 and 1941, Foster, Valley Brook and Prairie Queen elementary districts were annexed to the Oklahoma City Public School District, while Crooked Oak became a separate high school district. No changes have been made since that time.

Based upon this information, the assumed boundaries of the area to be studied were modified, as follows: That area of Oklahoma City bounded on the north by the North Canadian River; on the east by Interstate Highway No. 35 going south from the river to 36th street, east to Bryant, and then south to 82nd street; bounded on the south by 82nd street; and on the west by Meridian Avenue.⁴

Once the boundaries of the Capitol Hill area of Oklahoma City were determined, pertinent information about the area was pulled together.

From 1960 U. S. Census information, it was learned that the Capitol Hill area contains an estimated population of 100,000, while the Standard Metropolitan Statistical Area of which it is a part, contains approximately 600,000 population. Three high schools of Oklahoma City Independent School District 89 are located in the Capitol Hill area. They will graduate

⁴ See Appendix D for map of area.

approximately 1,500 seniors in the spring of 1969. The current school enrollment (K-12) in the area is approximately 28,500. Projected enrollment figures of the area, provided by the Oklahoma City Public Schools, suggest a 3.0 percent increase between 1969 and 1974. High schools in the area surrounding the Capitol Hill area such as Crooked Oak, Moore, Western Heights, Classen and Douglass will graduate approximately 1,300 seniors in the spring of 1969. All of these students are within easy commuting distance of the Capitol Hill area.

Approximately 47 percent of the high school graduates from the Capitol Hill area go on to college, according to public school officials. The overwhelming majority of these students attend either the two state universities or Central State College.

The following state and private colleges and universities are within commuting distance of the Capitol Hill area: University of Oklahoma, Oklahoma City University, Central State College, Oklahoma Christian College, Bethany Nazarene College, Southwestern Junior College and the Oklahoma State University Technical Institute. The Midwest City Community Junior College, which is being established and envisions a comprehensive educational program, will also be within commuting distance of the area.

The vast majority of the students from the schools in the Capitol Hill area, and from the surrounding schools, come from families of modest means, according to 1960 U. S. Census figures. The median family income was approximately \$5,000. A substantial percent (17 percent) of these students are members of racial minorities: Negro, Indian, and Latin American.

The presence of a few large private enterprises and federal installations such as Tinker Field, Western Electric and the Federal Aviation Administration within a few miles of the Capitol Hill area creates an almost insatiable demand for technically trained workers, a demand which is not now being met by existing educational and training facilities.

The current assessed valuation of Oklahoma City is \$460,166,198 and for the Oklahoma City Public School District, it is \$422,966,648. The County Assessor's office estimates the assessed valuation of the Capitol Hill area of Oklahoma City to be approximately \$85,000,000.

Part III of the report will examine the above information in light of the State Regents' report, "Criteria for the Establishment of Community Junior Colleges."

Part IV contains conclusions of the staff with regard to the need for college going opportunities in the Capitol Hill area of Oklahoma City.

PART III

FINDINGS

In conducting the survey, the "Criteria for the Establishment of Community Junior Colleges" was used, even though it should be clearly understood that all of the criteria are not equally applicable, since the area being studied is not a legal entity and thus cannot meet the definition of a "community" as defined by Senate Bill No. 2 of the First Session of the Thirty-First Oklahoma Legislature.

CRITERION 1: The proposed community junior college program should not duplicate unnecessarily the offerings of established public and/or private colleges or universities.

Findings: For purposes of determining whether there is potential for meeting Criterion 1, it must be assumed that there would not be duplication of college going opportunities, provided that opportunities could be made available to young people and adults who (1) would not find it economically feasible to attend college otherwise; (2) would not be able to enroll in educational programs of their choice at existing institutions; (3) would not be able to meet the admissions standards at existing institutions in the geographic area.

Assumption one (1) above pertains to the availability of educational opportunities for young people and adults in the Capitol Hill area "who might otherwise not find it economically feasible to attend college." Included in this category of students would be those for whom the tuition

and fees charged at private institutions in the Oklahoma City area might be prohibitive, but who would perhaps be able to afford the student charges of a local junior college. The average tuition and fees charged by private colleges in Oklahoma County is \$800 per year, whereas the anticipated student fees for college going opportunities in a local community junior college would be approximately \$200 per year. It is possible that most families could budget \$15 to \$20 per month for student fees at a local junior college, whereas many could not expend \$70 to \$75 per month in order to send their children to private institutions in the area.

In arriving at the costs for college going attendance, other factors should also be considered. A student might be able to afford the student fees at one of the public colleges in the area (University of Oklahoma, \$360 per year; Central State College, \$270 per year; Oklahoma State University Technical Institute at Oklahoma City, \$360 per year), but the additional costs for books, supplies, daily commuting and meals might well put the total costs out of his price range. Since the majority of the parents in the Capitol Hill area of Oklahoma City are workers earning hourly wages, it is important that students in the area have access to education at a reasonable cost. Only at the new Midwest City Community Junior College, designed to accommodate only 1,000 full-time-equivalent students by the fifth year (of which 80 percent are expected to come from the Midwest City-Del City area), will such a low cost educational opportunity exist.

Assumption two (2) above concerns the college going opportunities

provided for young people and adults "who would not be able to enroll in educational programs of their choice at existing institutions." It frequently happens that even though a nearby institution offers a particular course or program, these offerings may not always be scheduled at a time convenient for a student, particularly when the student finds it necessary to work and attend college at the same time. Other times, the kind of program desired by a student is not available in a nearby institution. For example, the University of Oklahoma provides a broad range of offerings in the liberal arts and sciences and in most of the professions but does not offer vocational and technical education courses, nor adult education. Central State College confines its programs principally to liberal arts and teacher education. The Oklahoma State University Technical Institute offers a relatively limited program, being primarily engineering oriented and the enrollment capacity is relatively small, with slightly more than 400 full-time-equivalent students in the fall semester of 1968. There are no other public post-high school programs within thirty-five to forty miles.

In addition to the public institutions, there are a number of private colleges within commuting distance of the Capitol Hill area, including Oklahoma City University, Oklahoma Christian College, Bethany Nazarene College and Southwestern Junior College. These institutions also confine their educational offerings chiefly to liberal arts and professional programs. No private college in the area offers courses of a vocational-technical nature.

The Midwest City Community Junior College envisions an educational program which would not only be comprehensive in scope--offering general, college-parallel, vocational-technical and adult education--but also would attempt to meet the needs of young people and adults for courses and programs in the late afternoon, evening and on weekends. It is anticipated that not more than 20 percent of their enrollment will come from areas outside the Midwest City-Del City area.

Assumption three (3) above pertains to the potential of the area to provide college going opportunities for students "who would not be able to meet the admissions standards at existing institutions in the geographic area." With regard to public education, there are two state-supported institutions and a branch campus of a third within commuting distance of the Capitol Hill area. The two institutions are the University of Oklahoma, located approximately twenty miles to the south, and Central State College, located approximately twenty miles to the north. The branch campus is the Technical Institute, operated by Oklahoma State University, which is located approximately four miles north of the Capitol Hill area.

The University of Oklahoma is moving toward a relatively selective approach to student admissions. In the fall of 1968, admission to the University of Oklahoma was limited to those students in the upper one-half of their high school graduating class. Currently, one-half of the entering freshmen at the University of Oklahoma rank in the top one-fifth of

their high school graduating class. That same trend toward greater selectivity is expected to continue.

Central State College, though less selective than the University of Oklahoma, is also moving toward a more rigid admissions policy. In 1968, admission to that institution was limited to those in the upper two-thirds of their high school graduating class. The Oklahoma State University Technical Institute maintains an open-door admissions policy as will the Midwest City Community Junior College.

CRITERION 2: There should be a minimum potential enrollment of 500 full-time-equivalent students by the second year of a proposed community junior college's operation, with a potential enrollment of 1,000 by the fifth year of operation.

Findings: For purposes of determining the post-high school student enrollment potential in the Capitol Hill area, six assumptions have been made as follows:

1. The number of high school graduates from the three high schools in the area would increase from the 1968 figure of approximately 1,500 to more than 1,600 by 1974.
2. The percentage of high school graduates going to college from these three schools would increase from the present ratio of approximately 47 percent to at least 65 percent, if opportunities become available.
3. There is an unmet demand in the area for adult evening programs of basic adult education and technical education in an amount equal to one-third of the potential first time enrollees in the area.

4. Approximately 20 percent of the potential student population of the area would come from high school graduates of surrounding high schools.
5. The admission requirements put into effect in the fall of 1968 at institutions in the State System would reduce by about 15 percent the number of graduates from the area eligible to attend nearby state-supported colleges and universities. These graduates would likely avail themselves of local college going opportunities.
6. Approximately 20 percent of the potential student population of the area would come from a reservoir of recent high school graduates (19 years of age or older) who would be able to avail themselves of local college going opportunities during the day, either on a full-time or part-time basis.

An estimated 1,500 high school students will graduate from the three schools in the Capitol Hill area of Oklahoma City. Projections from the Oklahoma City Public School System suggest that this number will increase to approximately 1,600 by 1974.

College Going Rates.--Currently, about 47 percent of the graduates from these three schools go on to college, according to estimates of school district officials, as compared with a college going rate of approximately 65 percent for the state as a whole. Because the college going rate of high school graduates in those counties with public colleges is equal to or above the state average in all cases, it can be estimated conservatively that the percentage of high school graduates going to

college from the Capitol Hill area would jump to at least 65 percent if college going opportunities became available locally. This would provide for at least 270 to 300 additional high school graduates from the 1968 class who could avail themselves of college going opportunities.

Adult Evening Program.--With regard to assumption three (3), concerning the need for post-high school evening programs of basic adult education and technical education in the area, it is estimated conservatively that from 160 to 170 adults (full-time-equivalent) would avail themselves of local educational opportunities.

Out of District Potential.--With regard to assumption four (4), there is reason to believe that a significant percentage (approximately 20 percent) of students availing themselves of college going opportunities in the Capitol Hill area would come from surrounding or nearby high schools such as Crooked Oak, Moore, Douglass, Classen and Western Heights. Approximately 140 students could be expected from this source.

State System Admissions Standards.--Assumption five (5) concerns the estimated number of students to be affected by the new State System admissions standards, which became effective in the fall of 1968. The upgraded requirements provide that a high school graduate must be in the upper one-half of his high school graduating class in order to be eligible

for admission to either of the state universities (as opposed to the 1967 standard which required him to be in the upper three-fourths), and that he must be in the upper two-thirds in order to be eligible for admission to one of the state four-year colleges (as compared with the 1967 standard which required him to be in the upper three-fourths).

Since the overwhelming majority of the high school graduates from the Capitol Hill area attend either the two state universities or Central State College, the new admissions standards are expected to have a fairly significant impact on the college going habits of students from the area. It is estimated that approximately 15 percent of those who would have been eligible under the old standards will not be eligible under the new. This would provide approximately 100 to 120 freshmen who could avail themselves of local college going opportunities in the Capitol Hill area.

Recent High School Graduates.--Assumption six (6) is built upon the premise that there is a sizeable reservoir of high school graduates in any community who have not previously been in college, but who if given the opportunity would avail themselves of local college going opportunities during the day, either on a full-time or part-time basis. This reservoir of high school graduates is composed of housewives, part-time workers, returning servicemen from the Armed Forces and the like. It is estimated that approximately 80 to 90 of these folks would avail themselves of college going opportunities if available locally.

Provided that the number of students in each of the above categories would materialize as projected, then at least 750 and perhaps as many as 820 could be expected to avail themselves of college going opportunities if provided locally. Assuming that one-half of these students would seek educational opportunities for more than one year and assuming that another group of students would come along for the first year, then a minimum of 1,125 and perhaps a maximum of 1,230 students could be expected to avail themselves of local college going opportunities during the second year.

CRITERION 3: There should be reasonable assurance that adequate funds for the educational and general operation of the institution can be provided, both immediately and long-range.

Findings: For purposes of determining the potential for meeting Criterion 3, the following assumptions have been made:

1. A community junior college, in order to develop an adequate educational program, would need to expend approximately the same amount per full-time-equivalent student as is expended by junior colleges in The Oklahoma State System of Higher Education. This means that a community would be expected to expend approximately \$600 per full-time-equivalent student for educational and general purposes.
2. Section 1408 of Article XIV (Oklahoma Higher Education Code Supplement, 1957) which provides for state assistance to community junior colleges, will be fully funded. Section 1408 provides that community junior colleges will receive from the state "... an amount equal to 30 percent of the per capita state-appropriated amount per capita to the two-year college member institutions of the Oklahoma State System of Higher Education."

3. A proposed community junior college would need to establish a schedule of student fees equal to the student fee charges made of students at state-supported junior colleges.

Four sources of revenue are available to an Oklahoma community junior college for its operation: (1) financial assistance from the State of Oklahoma, which funds shall be allocated by the State Regents from monies appropriated by the Legislature; (2) income from student fees; (3) funds which any municipality or sub-division of the state government represented in the community might have available; and (4) tax revenues from the district (if it declares itself an area school district).

In 1966-67, the per capita state-appropriated allocation made to the two-year college member institutions of the State System was approximately \$440. Assuming that the financial assistance provision of Section 1408 will be fully funded, a prospective community junior college could logically expect to receive approximately \$220 allocation per full-time-equivalent student from state sources.

In addition to the financial assistance which might be made available to a community college through legislative appropriations, the governing board of a community junior college may, with approval of the State Regents, "establish a schedule of student fees to pay all or part of the cost of operation of the college..."⁵ Under this provision, a

⁵ Article XIV, Section 1405, Oklahoma Higher Education Code Supplement, 1967.

proposed college could expect to receive approximately \$190 to \$200 annually per full-time-equivalent student, assuming that the student fees charged would approximate those charged to students in the state junior colleges.

Also, "any municipality or sub-division of the state government represented in the jurisdiction of a community junior college shall have authority to use any of its funds, now or hereafter available, to assist in the establishment, maintenance, and operation of the community college."⁶ In order to bring the expenditure per full-time-equivalent student to a total of \$600, a local jurisdiction would need to provide approximately \$180 to \$190 per student for educational and general purposes.

Recent legislation states that "any community maintaining a community junior college as provided by Chapter 100, O. S. L. (70 O. S. Supp. 1967 §§ 4401-4409), in which courses in vocational and/or technical education are to be offered, and meeting the published standards and criteria prescribed by law and/or the State Board for Vocational Education for establishing an area school district may, by resolution adopted by the Board of Trustees of the college, become an area school district; and laws applicable to other area school districts, including laws authorizing tax levies and laws pertaining to eligibility for participation in federal funds, shall be applicable to such district, except that in

⁶ Article XIV, Section 1408, Oklahoma Higher Education Code Supplement, 1967.

lieu of a board of education its governing board shall be the Board of Trustees of the community junior college; provided that the provision above shall also be applicable to all community and municipal junior colleges now in existence in Oklahoma (O. S. Supp. 1968, Title 70, Section 4410)."⁷

A levy of approximately two and one-third mills (.0023) applied to an assessed valuation of \$85 million (Capitol Hill area of Oklahoma City) would provide the \$190,000 required for the operation of a community junior college in the Capitol Hill area of Oklahoma City.

⁷Article XIV, Section 1410, Oklahoma Higher Education Code, 1968.

CRITERION 4: There should be assurance of an adequate site provided by the local jurisdiction and assurance of adequate physical facilities necessary to accommodate the number of students projected to be enrolled in the fifth year of the institution's operation.

Findings: For purposes of determining whether a proposed junior college can meet Criterion 4, the following assumptions have been made:

1. Initial planning for construction of academic facilities for a proposed junior college should be based on a projected enrollment of 1,000 students.
2. The estimated physical plant space requirements for a proposed community junior college, as well as the estimated costs of construction of the space, will be based on physical plant space requirements and cost factors used by the State Regents to project requirements for like institutions in the State System.
3. At least 40 percent of the cost for construction of academic facilities will be borne by the federal government under Title I of P. L. 88-204, and/or from other federal programs.

The assumption has been made that a planning figure of 1,000 students should be the basis for projecting physical plant space requirements, and that the projected funds for the construction of the space should be based on State Regents' cost estimates. Following are estimates of the amount of physical plant space that would be required to accommodate a community junior college of 1,000 students, and an estimate of the amount of funds required to construct and equip the buildings.

ESTIMATE OF JUNIOR COLLEGE SPACE NEEDS FOR 1,000 ENROLLMENT

<u>Type of Space</u>	<u>Space Factor</u>	<u>Assignable Square Feet</u>
<u>General Classroom</u> -	13 weekly student-clock-hours per FTE enrollment, and .84 square feet per weekly student-clock-hour	10,920
<u>Laboratory</u> -	4.0 weekly student-clock-hours per FTE enrollment, and 4.5 square feet per weekly student-clock-hour	18,000
<u>Faculty Offices</u> -	6.25 square feet per FTE enrollment (includes office service area)	6,250
<u>Other Instructional Space</u> -	18 square feet per FTE enrollment ...	18,000
<u>Library</u> -	20,000 volumes with 1 square foot per 12 volumes (.0833); 6.25 square feet per FTE enrollment; an additional 25% added for library service area	10,000
<u>Administration</u> -	5.0 square feet per FTE enrollment ..	5,000
	Total Assignable Square Feet	68,170
	Gross Square Feet (ASF ÷ 60 x 100).	<u>113,616</u>

ESTIMATE OF COST

Gross Square Feet	113,616
Estimated Construction Cost per GSF	<u>\$20</u>
Estimated Construction Cost	\$2,272,320
Estimated Movable Equipment (approximately 20%)	<u>447,680</u>
Estimated Non-Structural Improvements	<u>30,000</u>
Total Estimated Cost (not including land)	<u>\$2,750,000</u>

The cost estimates set forth on the previous page reveal that an initial investment of \$2,750,000 would be required to construct academic facilities adequate for an enrollment of 1,000 students. Of that amount, approximately \$1,100,000 (40 percent) would be borne by the federal government under P. L. 88-240, or from other federal programs, leaving approximately \$1,650,000 to be funded from other sources--local, state, or private.

The Oklahoma State Regents for Higher Education "shall have authority to allocate State Aid to community junior colleges meeting the standards and criteria for accreditation by the State Regents, for capital improvements purposes from funds appropriated by the State Legislature for this purpose, provided that a long-range comprehensive plan for the campus development of the junior college has been prepared by the institution and approved by the State Regents. After approval of the plan the State Regents may allocate from any funds available for such purpose not more than forty percent (40%) of the estimated cost of proposed construction of buildings and other capital improvements, provided that the institution shall have furnished assurance to the State Regents that the remaining sixty percent (60%) of the estimated cost of the construction project will be provided in the form of federal and/or local funds (O. S. Supp. 1968, Title 70, Section 4412)."⁸

⁸ Article XIV, Section 1412, Oklahoma Higher Education Code, 1968.

CRITERION 5: There should be reasonable assurance that the proposed community college will possess the potential to provide a broad educational program that includes: (a) a program of general and liberal arts courses adequate in scope to meet the cultural and social needs of the community; (b) a broad transfer program with a sufficient variety of courses and sections to enable a student to meet the entrance requirements of the four-year college or university of his choice; (c) a comprehensive vocational-technical program designed to meet the needs of a society in a period of rapid technological development and occupational change; and (d) a program designed to meet the needs of the community for adult and continuing education.

Findings: There is no data available and, of course, none can be obtained relative to program intent because as yet no legal entity is involved. The intent of a petitioning governing body must be to establish a community junior college offering a comprehensive program of education encompassing all of the areas (a through d) enumerated in Criterion 5. The scope and size of the various programs need not be determined until the new institution has been authorized and a chief administrative officer has been retained.

Because the Oklahoma State Regents for Higher Education function as the accrediting agency for community junior colleges, as well as being the state-level board responsible for approving the educational programs of these colleges, there is reasonable assurance that programs of proposed junior colleges would be developed in conformity with the standards listed in Criterion 5.

CRITERION 6: There should be reasonable assurance that the proposed community junior college will be able to meet the accrediting standards of the regional accrediting agency within five years of the institution's operation.

Findings: The North Central Association of Colleges and Secondary Schools is the regional accrediting agency for the section of the nation of which Oklahoma is a part. The Commission on Colleges and Universities of the North Central Association structures its evaluation of educational institutions around seven basic questions:

1. What is the educational task of the institution?
2. Are the necessary resources available for carrying out the task of the institution?
3. Is the institution well-organized for carrying out its educational task?
4. Are the programs of instruction adequate in kind and quality to serve the purposes of the institution?
5. Are the institution's policies and practices such as to foster high faculty morale?
6. Is student life on campus relevant to the institution's educational task?
7. Is student achievement consistent with the purposes of the institution?

The answers to many of the educational questions enumerated above cannot, of course, be set forth until an institution is formally organized and functioning. However, it is logical to assume that if the financial resources are forthcoming and if proper organizational and administrative

procedures are followed, an institution will have a greater-than-normal chance of achieving regional accreditation within the five-year time limit specified in Criterion 6.

Because of its role as the state-level accrediting agency in Oklahoma, the Oklahoma State Regents for Higher Education exercises coordinating control over the establishment and operation of both public and private institutions. In carrying out its accreditation function, the State Regents several years ago adopted the standards of the North Central Association of Colleges and Secondary Schools to be the standards by which the State Regents would evaluate Oklahoma institutions seeking accreditation. The State Regents' coordinating control over institutional accreditation standards would help to assure that a proposed community junior college move forward toward meeting the standards of the regional association.

PART IV

CONCLUSIONS

The following conclusions are drawn from the results of the survey.

1. There is in the Capitol Hill area of Oklahoma City the potential for providing college going opportunities which would not unnecessarily duplicate the offerings of established public and private colleges or universities.
2. Based on projections arrived at through this study, the minimum potential enrollment of 500 full-time-equivalent students by the second year of a proposed community junior college's operation, with a potential enrollment of 1,000 by the fifth year of operation, could be met.
3. Because the Capitol Hill area of Oklahoma City is not a legal entity, there can be no assurance that the funds needed to support the educational and general operation of a community junior college would be provided, even though study results show that the assessed valuation of the area is sufficient to maintain an institution at the level set forth in the criteria.
4. Because the Capitol Hill area of Oklahoma City is not a legal entity, there can be no assurance of an adequate site provided by the local jurisdiction, nor assurance of adequate physical facilities necessary to accommodate the number of students projected to be enrolled in the fifth year of an institution's operation.
5. It is reasonable to assume that if a community junior college were to be established in the Capitol Hill area of Oklahoma City it would have the potential to provide a broad educational offering encompassing all of the areas set forth in Criterion 5.
6. There is reasonable assurance that if a community junior college were to be established in the Capitol Hill area of Oklahoma City it would be able to meet the standards of the regional accrediting agency within a period of five years of its initial year of operation.

While the results of this study indicate that there is a need for college going opportunities for people living in the Capitol Hill area of Oklahoma City, as defined in this study, there are no provisions under existing law which would allow the Capitol Hill area of Oklahoma City to initiate procedures for the establishment of a junior college. The Legislature could, of course, provide the statutory procedure needed for this purpose.

Another way in which college going opportunities could possibly be made available for people of the Oklahoma City area, of which Capitol Hill is a part, would be for the governing body or bodies of Oklahoma County, Oklahoma City, or the Oklahoma City Public School District to apply to the Oklahoma State Regents for Higher Education requesting a feasibility study be made to determine whether a need exists in the community for a junior college, under provisions of Senate Bill No. 2 of the First Session of the Thirty-First Oklahoma Legislature.

APPENDIX A

HOUSE RESOLUTION NO. 625

A Resolution Requesting the Oklahoma State Regents for Higher Education to Study the Feasibility of Establishing a Junior College in the Capitol Hill Area of Oklahoma City

Whereas, the education of the young people in Oklahoma is essential to the continued prosperity and growth of the State; and

Whereas, the area of Oklahoma City known as Capitol Hill is in need of a junior college in order that the people residing therein might have easy access to an institution of higher education; and

Whereas the Oklahoma State Regents for Higher Education should study the feasibility of establishing a junior college in Capitol Hill.

Now, therefore, be it resolved by the House of Representatives of the Second Session of the Thirty-First Oklahoma Legislature;

Section 1. That the Oklahoma State Regents for Higher Education be, and are hereby requested to study the feasibility of establishing a junior college in the Capitol Hill area of Oklahoma City.

Section 2. That duly authenticated copies of this Resolution, after consideration and enrollment, be prepared and transmitted to the Chancellor and to each of the Oklahoma State Regents for Higher Education.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
State Capitol, Oklahoma City

PROCEDURES FOR ESTABLISHING COMMUNITY JUNIOR COLLEGES

Senate Bill No. 2 enacted by the Thirty-First Oklahoma Legislature (Article XIV, Oklahoma Higher Education Code Supplement 1967) authorized the establishment of community junior colleges in Oklahoma in accordance with criteria and standards, rules, and regulations prescribed by the Oklahoma State Regents for Higher Education. The following procedures will serve to guide community groups in initiating proposals to establish any such community junior colleges.

1. The governing body or bodies of one or more cities, counties, towns and/or school districts proposing the establishment of a community junior college may file a petition with the Oklahoma State Regents for Higher Education (Room 118, State Capitol, Oklahoma City) proposing the establishment of a community junior college as provided by state law as cited above.
2. The State Regents will cause a survey to be made to determine the need for and feasibility of the establishment of the proposed junior college, which survey will be conducted on the basis of criteria established for this purpose (see attachment). The community being surveyed will be expected to pay reasonable extra expenses incurred in connection with the study.
3. If results of the survey indicate that there is a need for a community junior college as proposed, the State Regents will issue a proclamation calling an election to be held in the community and will notify the State Election Board to conduct the election and certify the results to the State Regents as provided by law.
4. If a majority of the legal voters residing in the community and voting in the election have voted in favor of establishing the proposed community junior college the State Regents will issue an order authorizing the establishment of the institution, designating the name by which it shall be known, and describing the boundaries of the community junior college area as set forth in the petition.
5. The State Regents will then notify the Governor of Oklahoma of the authorization of the establishment of the community junior college, who will appoint four members of the Board of Trustees, and these four members so appointed shall appoint three additional trustees to make a Board of Trustees composed of seven members, all of whom shall be qualified electors of the junior college district. The Board of Trustees will be the governing board of the authorized community junior college and will assume responsibility for its operation in accordance with their powers and duties as provided by law.

APPENDIX COKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
State Capitol, Oklahoma City

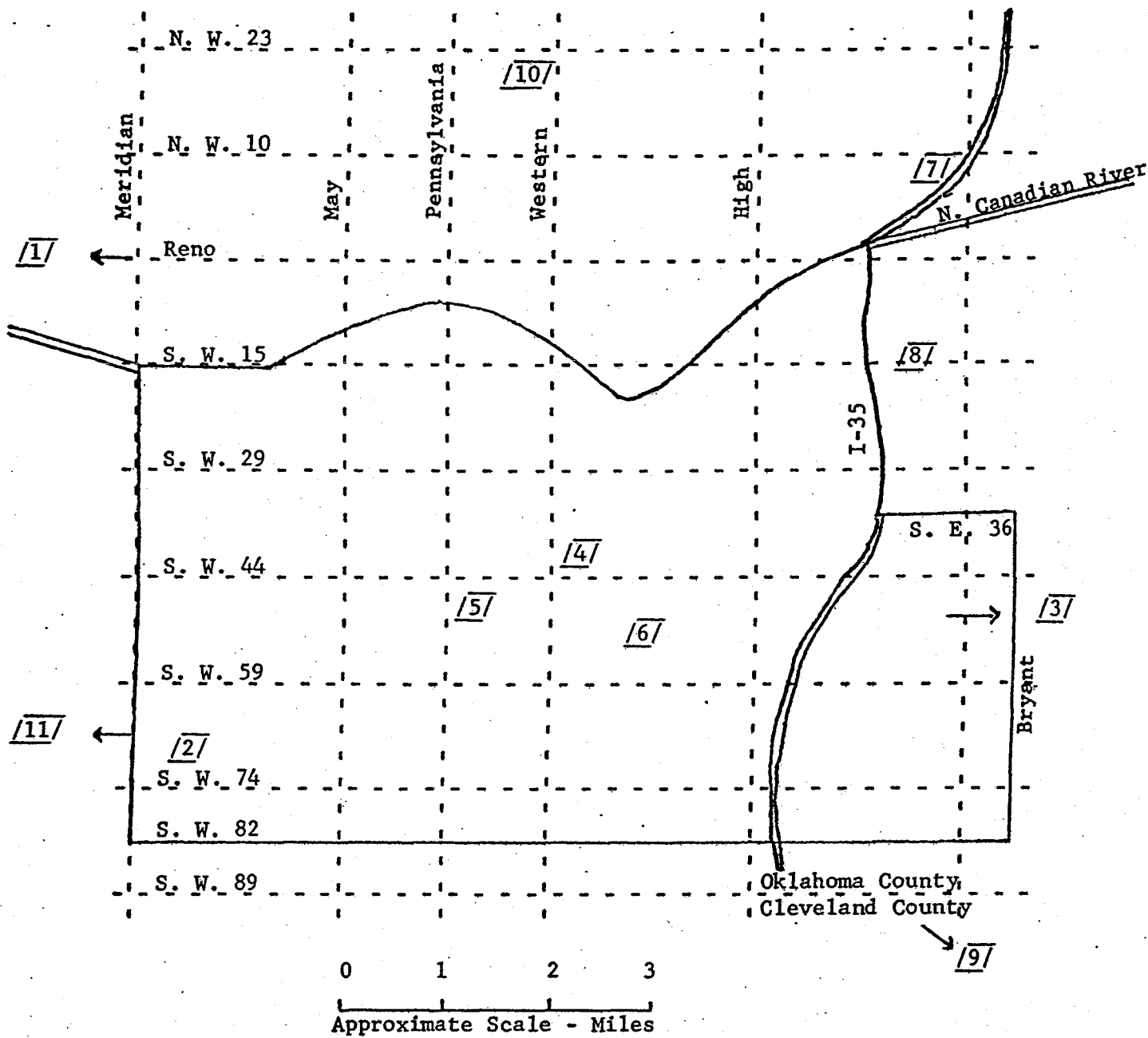
CRITERIA FOR THE ESTABLISHMENT OF COMMUNITY JUNIOR COLLEGES

Article XIX, Section 1401 of the Oklahoma Higher Education Code (Senate Bill No. 2, Thirty-First Oklahoma Legislature) provides that "a community junior college may be established, maintained and operated in any community in accordance with criteria and standards, rules, and regulations prescribed by the Oklahoma State Regents for Higher Education..."

The following criteria and standards will serve as guidelines for the State Regents in determining the need for and feasibility of the establishment of community junior colleges.

1. The proposed community junior college programs should not duplicate unnecessarily the offerings of established public and/or private colleges or universities.
2. There should be a minimum potential enrollment of 500 full-time-equivalent students by the second year of a proposed community junior college's operation, with a potential enrollment of 1,000 by the fifth year of operation.
3. There should be reasonable assurance that adequate funds for the educational and general operation of the institution can be provided, both immediately and long-range.
4. There should be assurance of an adequate site provided by the local jurisdiction and assurance of adequate physical facilities necessary to accommodate the number of students projected to be enrolled in the fifth year of the institution's operation.
5. There should be reasonable assurance that the proposed community college will possess the potential to provide a broad educational program that includes: (a) a program of general and liberal arts courses adequate in scope to meet the cultural and social needs of the community; (b) a broad transfer program with a sufficient variety of courses and sections to enable a student to meet the entrance requirements of the four-year college or university of his choice; (c) a comprehensive vocational-technical program designed to meet the needs of a society in a period of rapid technological development and occupational change; and (d) a program designed to meet the needs of the community for adult and continuing education.
6. There should be reasonable assurance that the proposed community junior college will be able to meet the accrediting standards of the regional accrediting agency within five years of the institution's operation.

THE CAPITOL HILL AREA OF OKLAHOMA CITY



- | | |
|------------------------------|----------------------------------|
| 1 - Western Electric | 7 - Douglass High School |
| 2 - FAA | 8 - Crooked Oak High School |
| 3 - Tinker Field | 9 - Moore High School |
| 4 - Capitol Hill High School | 10 - Classen High School |
| 5 - U. S. Grant High School | 11 - Western Heights High School |
| 6 - Southeast High School | |

REPORT OF A SURVEY
TO DETERMINE THE NEED FOR AND FEASIBILITY OF THE ESTABLISHMENT
OF A COMMUNITY JUNIOR COLLEGE IN THE CAPITOL HILL AREA OF OKLAHOMA CITY

Survey made upon petition of certain legal voters of
the Capitol Hill area of Oklahoma City in accordance
with the provisions of Title 70, Oklahoma Statutes
Supp. 1969, Section 4401 et. seq.

Survey Team

Gerald F. Williams, Community College Coordinator
Dr. James L. Wattenbarger, Consultant
Dr. S. V. Martorana, Consultant

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
State Capitol, Oklahoma City
November, 1969

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Part I

BACKGROUND OF THE SURVEY

The 1969 Oklahoma Legislature amended Section 1402, Article XIV, Oklahoma Higher Education Code, Supplement 1968, to provide that "a community junior college may be established in a community consisting of a geographical area whose boundaries are not coextensive with those of one or more cities, counties, towns and/or school districts, if the population of such area is not less than seventy-five thousand (75,000) and the net assessed valuation in such area is not less than seventy-five million dollars (\$75,000,000) to be determined by the State Regents, and an application therefor is made by petition signed by not less than five percent (5%) of the legal voters residing in such area. The application shall describe the boundaries of the community in which the community junior college will be established and maintained. The word 'community' as used herein shall mean the area set forth in the application."¹

Article XIV, Section 1403 further provides that upon receipt of such an application, the State Regents will conduct a survey to determine the need for and feasibility of the establishment of the proposed junior college, which survey will be conducted on the basis of criteria established for this purpose.

In the spring of 1967, the State Regents staff developed the criteria and standards for establishing and maintaining community junior col-

¹O. S. Supp. 1968, Title 70, Section 4402, as amended by Section 1, H. B. 1156, 1969 Legislature.

leges by reviewing the criteria and standards currently in effect in all 50 states. These were subsequently adopted by the State Regents at their regular meeting on October 25, 1967, and were issued in the form of a statement entitled "Criteria and Standards for the Establishment of Community Junior Colleges."²

On June 17, 1969, the Greater Capitol Hill Chamber of Commerce submitted an application to the State Regents in the form of a petition for the establishment of a community junior college in the Capitol Hill area.³ The petition bore the signatures of 3,234 legal voters residing in the area described in the application.

The State Regents accepted the application on that date and instructed their staff to include it as a part of their statewide study of the needs of junior college education in Oklahoma if it was determined that the legal requirements of area population, assessed valuation and sufficiency of petitioners had been met.

As a part of the statewide junior college study, it was subsequently determined that the approximate population of the proposed area is 95,000; the assessed valuation is approximately \$100,000,000 and the 3,234 signers of the petition represent more than five percent (5%) of the legal voters of the area.⁴

On October 21, 1969, a group of interested persons appeared before the State Regents in regular meeting and urged that since the validity of

²See Appendix A for a copy of the statement.

³See Appendix B for a copy of the application.

⁴See Appendix C for copy of letter certifying sufficiency of signatures.

the application had been established and since there was an element of urgency for action, that the feasibility study relating to the application be completed ahead of the scheduled date for completion of the statewide study of junior college education in Oklahoma. That decision was reached by the State Regents and their staff was instructed to complete the feasibility study as soon as possible.

High School or 12 yrs was min acceptable
140
now Dr. E T Dunlap tells us 18 yrs

Part II

THE SURVEY

Description of the Proposed District

According to the application submitted by the Greater Capitol Hill Chamber of Commerce, the geographical area to be included in the Capitol Hill Junior College district is as follows: "that portion of Oklahoma City bounded on the north by the North Canadian River, on the west, from the North Canadian River at its intersection with the Oklahoma County line south to the Cleveland County line, on the south, from the intersection of the Oklahoma County line with the Cleveland County line east to Bryant, and on the east from the intersection of the Oklahoma County line and Bryant, north to Southeast 36th, then west to Interstate Highway No. 35, then north on Interstate Highway No. 35 to the North Canadian River."⁵

The Economy of the District

The economy of the district is based primarily on small industries and businesses, however there are located in the district and adjacent thereto, several large industries and federal installations that employ large numbers of trained personnel. These include Tinker Air Force Base Federal Aviation Administration, Will Rogers World Airport, Western Electric and General Electric as well as many other industries and businesses that employ from ten to one hundred persons. According to the 1960 U. S. Census, the median family income was approximately \$5,000 annually.

⁵ See Appendix B.

$$\begin{array}{r} 18 \\ 20 \\ \hline 300 \end{array}$$

$$\begin{array}{r} 7441 \\ 15 \\ \hline 3750 \\ 750 \\ \hline 11250 \end{array}$$

Scholastic Population of the District

Four high schools are located within the geographical boundaries of the district. They are Capitol Hill High School, Southeast High School, and U. S. Grant High School all in the Oklahoma City Independent School District No. 89 and Western Heights High School in Independent School District No. 41. The 1969-1970 enrollment in the tenth, eleventh and twelfth grades of these high schools is 5,533. These include 2,299 sophomores, 1,995 juniors and 1,669 seniors. Approximately 1,550 seniors graduated from the four high schools in 1969.

In addition, the adjacent high schools of Moore, Crooked Oak, Classen and Douglas, all within commuting distance of Capitol Hill, graduated approximately 1,250 students in 1969.

College Attendance Rates

1980 - 75% of college aged students will live in Okla + Tulsa counties

According to public school officials, graduates of high schools in the proposed district, attend college at a rate of approximately 47 percent. Recent studies by the State Regents' staff indicate that on a state-wide basis, approximately 66 percent of the high school graduates attend college while in the Oklahoma City Standard Metropolitan Statistical Area (SMSA) which includes Oklahoma, Cleveland and Canadian counties, the rate of college attendance of high school graduates in 1968 was approximately

729 out of 1550 go to college

40-60% of these flunk out 1st year

70 percent

High school counselors in the proposed district indicate that lack of family finances is a primary reason for lower college attendance rates.

360 go on to make it out of 1550

1100 out of our 1550 students

As

Available Sites

No sites are presently available for location of the proposed community junior college. Community leaders express confidence that acquisition of a site suitable for the college will follow determination of the feasibility for locating the college in the proposed district. It is pointed out that the cost of obtaining options on potential sites might better be expended on the purchase of a selected suitable site after feasibility of the proposed junior college is established and it is approved by the legal voters of the district.

Part III of the report will examine the information developed in the survey in relation to the State Regents adopted "Criteria for the Establishment of Community Junior Colleges."

Part IV contains the conclusions and recommendations of the State Regents' staff and the consultants concerning the need for and feasibility of establishing a comprehensive community junior college in the Capitol Hill area of Oklahoma City.

Part III

FINDINGS

In applying the information gathered in the survey to the "Criteria for the Establishment of Community Junior Colleges" it would seem to be appropriate to consider individually each criterion in relation to the information.

Criterion 1: The proposed community college should not duplicate unnecessarily the offerings of established public and/or private colleges or universities.

Findings: Eight colleges are presently located near the geographic area of the proposed Capitol Hill Community College. Another is in the development stage and is scheduled to open in September, 1970.

Those colleges, their location and type are as follows:

<u>College</u>	<u>Location</u>	<u>Type</u>
<u>Oklahoma University</u>	Norman	State university
<u>Central State College</u>	Edmond	State four-year college
<u>Bethany Nazarene College</u>	Bethany	Private four-year college
<u>Oklahoma Christian College</u>	Oklahoma City	Private four-year college
<u>Oklahoma City Technical Institute</u>	Oklahoma City	State Technical Institute
<u>Oklahoma City University</u>	Oklahoma City	Private four-year college
<u>Oklahoma Bible College</u>	Moore	Private two-year college
<u>Oscar Rose Junior College</u>	Midwest City	Community junior college
<u>Southwestern Junior College</u>	Oklahoma City	Private two-year college

In order to determine whether the proposed community college can meet Criterion 1, it should first be identified by type. The educational program of the college would be comprehensive--that is, it would be designed to meet the needs of many types of students. For example, it would offer the first two years of a college parallel or transfer curriculum, vocational and

technical education, general education, adult education and community service. In addition, it would be an "open door" institution in terms of admission requirements and the cost for a student would be reasonable-- approximately \$250 per school year. None of the colleges mentioned above have these characteristics except Oscar Rose Junior College which was established to meet the needs primarily of students who reside within its district.

It may be assumed that the proposed community college would meet Criterion 1 provided that it made available educational opportunities to young people and adults (1) who would not have been financially able to attend college otherwise; (2) who would not have been able to enroll in educational programs of their choice at existing institutions; or (3) who would not have been able to meet the admission standards of existing colleges near the geographic area.

Financial Ability. The charges for tuition, fees and supplies at the private colleges located in the Oklahoma City area range from \$530 to \$1,375 per year. Those at the public colleges and universities are: University of Oklahoma, \$484 per year; Central State College, \$348 per year; Oklahoma City Technical Institute, \$450 per year. These charges plus the cost of commuting to any of the colleges in the area, would result in a cost of at least \$800 per year. *\$80 per mo.*

We have observed earlier that the majority of the parents in the Capitol Hill area are workers earning an hourly wage and that the median family income is approximately \$5,000 annually. We also noted that approximately 47 percent of the high school graduates of the area attend college

while the state average is 66 percent and the Oklahoma City area average is approximately 70 percent.

It is probable that a majority of the families could afford \$250 per year to send their sons and daughters to a local community college while they would find it difficult or impossible to budget \$800 per year for them to attend existing colleges.

Access to Educational Programs. While a variety of colleges exist near the area of the proposed community college, most are of a specialized type. The private colleges are all church related and as such, offer primarily liberal arts, religious and limited professional programs of education. They offer no technical-vocational programs and with one exception little adult education. The University of Oklahoma provides a broad range of offerings in liberal arts and sciences and in most of the professions but does not offer technical-vocational education of less than baccalaureate degree level. Central State College, approximately thirty-five miles from the Capitol Hill area, is primarily a liberal arts and teacher training institution, however, it does offer a few professional programs and a rather extensive evening program which is business oriented. It offers no technical-vocational education programs. Oklahoma City Technical Institute, a branch of Oklahoma State University, offers a relatively limited program primarily in engineering related technologies.

It is obvious that given the finances, the time and the ability, most high school graduates of the Capitol Hill area could find a college somewhere in the area to meet their educational needs. However, it also appears obvious that those factors do not exist in combination and that as a result, continuing post-secondary educational opportunity is limited.

Admission Standards. Admission standards of the four-year colleges and universities near the area of the proposed community college are selective to the extent that some of the graduates of high schools of the Capitol Hill area would not be eligible for admission. In order to attend the University of Oklahoma, a graduate must rank in the upper one-half of his graduating class. To attend Central State College or one of the area private four-year colleges, he must rank in the upper two-thirds. Students in the lower one-third of their graduating class would likely be denied post-secondary educational opportunity and certainly would not have available the educational programs for which they are most suited. On the other hand, admission to a community junior college located in the area, would be open to any graduate of an accredited high school.

Some of us goofed off in H.S.

Story of young man having ability but got discouraged

Criterion 2: There should be a minimum potential enrollment of 500 full-time-equivalent students by the second year of a proposed college's operation, with a potential enrollment of 1,000 by the fifth year of operation.

Findings. For purposes of determining the potential enrollment in the proposed community college, five assumptions have been made as follows:

1. The number of high school graduates from the four high schools in the proposed district will increase by 5 percent by 1971.
2. The percentage of high school graduates going to college will increase from the present ratio of 47 percent to 67 percent with the establishment of a community college in the area.
3. Approximately 20 percent of the projected enrollment will come from high school graduates of surrounding school districts.

Has a parent wouldn't it be nice to have child at home & attend college for 2 yrs. and work

It cost less to educate a student in J C than O.C.

-10-

Dr Cross made survey of J C transfers & O.C. students no difference

4. There is an unmet demand in the district for adult evening programs of general and technical education equal to at least 100 full-time students.
5. Approximately 20 percent of the enrollment projected for the college will come from a reservoir of recent high school graduates who would be available for attendance during the day, either on a full or part-time basis.

Increase in High School Graduates. In the spring of 1969, approximately 1,550 students graduated from the four high schools located in the proposed district. Currently, there are 1,669 seniors and 1,995 juniors enrolled in these high schools. It is reasonable to assume that a minimum of 1,627 of the present 1,995 juniors will graduate in the spring of 1971.

College Attendance Rate. The present rate at which graduates of high schools in the proposed college district attend college is approximately 47 percent while the State ratio is 66 percent and that of the Oklahoma City area is 70 percent. Historically, college attendance rates of graduates of high schools located near public colleges are always higher than that of those who are not. It therefore seems reasonable to assume that at least an additional 20 percent of the high school graduates of the Capitol Hill area would attend a community college located in that area. This would result in 325 graduates attending college who do not now do so. In addition, it is probable that at least 20 percent of those who currently attend some other college would continue their education at a local college for at least one year. This would mean that a minimum of 477 students of a graduating class of 1,627 could be expected to attend a local community college the first year of operation.

Out-of-District Potential. The adjacent high schools of Moore, Crooked Oak, Classen and Douglas alone graduated approximately 1,250 students in 1969. It is probable that number will increase to 1,350 by 1971. Oscar Rose Junior College in Midwest City is the only other comprehensive community college in the area. Many graduates of these high schools will desire to attend one of these community colleges and it is reasonable to assume that at least 200 students from other districts may be expected to attend a community college located in the proposed Capitol Hill district.

Adult Evening Students. In an area such as Capitol Hill with a population of approximately 95,000, where little adult education opportunity has existed previously, it is logical to assume that several persons will be interested in attending a local community college to pursue general education courses, improve themselves culturally or upgrade their vocational capabilities. Also, there is little doubt that continued industrial development in the area will result in the location of those types of industries that require specialized training for their employees. Under these conditions, it is quite reasonable to assume that at least the equivalent of 100 full-time students may be expected from this source.

Recent High School Graduates. Any area with a college-going ratio of 47 percent of its high school graduates could not avoid having a large reservoir of former high school graduates who are currently employed in the area or are in military service. These persons are potential students either full or part-time at a local community college where they can attend college and at the same time continue their employment. It is estimated that at least 20 percent of the projected college enrollment would

come from this source. Application of this percentage would result in a minimum of 200 full-time-equivalent students.

Projected College Enrollment. Assuming that the number of students in each of the above five categories would materialize as projected, then the first year enrollment of the proposed community college would be 977 full-time-equivalent students.

A recapitulation of the projected first-year enrollment by categories is as follows:

1. 1971 high school graduates	477
2. Enrollments from out-of-district	200
3. Recent high school graduates	200
4. Adult evening students	100
	<hr/>
Total	977

As a means of comparison and confirmation of the projected college enrollment, we may refer to the formula developed by the Texas Research League to estimate potential first-year enrollment in proposed community college districts.⁶ The formula is based upon the number of high school graduates within the district. If we applied the formula to the 1,627 high school graduates of the Capitol Hill area, the projected first-year, full-time-equivalent enrollment for the proposed community college would be 1,535.

Assuming the usual net gain in community college enrollment between the first and second year of operation, a second year enrollment between 1,500 and 2,000 full-time-equivalent students may be expected in the proposed community college.

⁶Texas Research League, "The State Board and Local Junior Colleges," p. 32.

Criterion 3: There should be reasonable assurance that adequate funds for the educational and general operation of the institution can be provided, both immediately and long-range. •

Findings: For the purpose of determining the potential for meeting Criterion 3 the following assumptions have been made:

1. A community college, in order to develop an adequate educational program, would need to expend approximately the same amount per full-time-equivalent student as is expended by junior colleges in the Oklahoma State System of Higher Education. This means that a community college would be expected to expend approximately \$700 per full-time-equivalent student.
2. Section 1408 of Article XIV (Oklahoma Higher Education Code Supplement, 1968) which provides for state assistance to community colleges, will be fully funded. Section 1408 provides that community colleges will receive from the state "an amount equal to 50 percent of the per capita state-appropriated allocations made to the two-year college member institutions of the Oklahoma State System of Education."
3. A proposed community college would need to establish a schedule of fees equal to the student fee charges made of students at state-supported junior colleges.
4. The proposed community college will offer courses in technical and vocational education and will be able to meet the published standards and criteria prescribed by law and/or the State Board for Vocational Education for establishing an area school district (O. S. Supp. 1968, Title 70, Section 4410).

Four sources of revenue are available to an Oklahoma community junior college for its operation: (1) financial assistance from the State of Oklahoma, which funds shall be allocated by the State Regents from monies appropriated by the Legislature; (2) income from student fees; (3) funds which any municipality or sub-division of the state government represented in the community might have available; and (4) tax revenues from the district.

In 1968-69, the per capita state-appropriated allocation made to the two-year college member institutions of the State System was approximately \$460. Assuming that the financial assistance provision of Section 1408 will be fully funded, a prospective community junior college could logically expect to receive approximately \$230 allocation per full-time-equivalent student from state sources.

In addition to the financial assistance which might be made available to a community college through legislative appropriations, the governing board of a community junior college may, with approval of the State Regents, "establish a schedule of student fees to pay all or part of the cost of operation of the college . . ."⁷ Under this provision, a proposed college could expect to receive approximately \$200 annually per full-time-equivalent student, assuming that the student fees charged would approximate those charged to students in the state junior colleges. Also, "any municipality or sub-division of the state government represented in the jurisdiction of a community junior college shall have authority to use any of its funds, now or hereafter available, to assist in the establishment, maintenance, and operation of the community college."⁸ In order to bring the expenditure per full-time-equivalent student to a total of \$700, a local jurisdiction would need to provide approximately \$270 per student for educational and general purposes.

⁷ Article XIV, Section 1405, Oklahoma Higher Education Code Supplement, 1968.

⁸ Article XIV, Section 1408, Oklahoma Higher Education Code Supplement, 1968.

State law provides that "any community maintaining a community junior college as provided by Chapter 100, O. S. L. (70 O. S. Supp. 1967 §§ 4401-4409), in which courses in vocational and/or technical education are to be offered, and meeting the published standards and criteria prescribed by law and/or the State Board for Vocational Education for establishing an area school district may, by resolution adopted by the Board of Trustees of the college, become an area school district; and laws applicable to other area school districts, including laws pertaining to eligibility for participation in federal funds, shall be applicable to such district. (O. S. Supp. 1968, Title 70, Section 4410)."⁹

A levy of approximately three mills (.003) applied to an assessed valuation of \$100 million would be required for the educational and general operation of the institution for the first year. The following years would require approximately five mills (.005) until the number of full-time-equivalent students exceeds 2,000.

F. S. L.
50-40-10

Criterion 4: There should be assurance of an adequate site provided by the local jurisdiction and assurance of adequate physical facilities necessary to accommodate the number of students projected to be enrolled in the fifth year of the institution's operation.

Findings: For purposes of determining whether a proposed junior college can meet Criterion 4, the following assumptions have been made:

1. Initial planning for construction of academic facilities for a proposed junior college should be based on a projected enrollment of 1,000 students.
2. The estimated physical plant space requirements for a proposed community junior college, as well as the esti-

⁹Article XIV, Section 1410, Oklahoma Higher Education Code, 1968.

mated costs of construction of the space, will be based on physical plant space requirements and cost factors used by the State Regents to project requirements for like institutions in the State System.

3. At least 50 percent of the cost for construction of academic facilities will be borne by the Federal government under Title I of P. L. 88-204, and/or from other Federal programs.

No sites are presently available for location of the proposed community college, however community leaders have expressed confidence that acquisition of a suitable site will follow determination of the feasibility of locating the community college in that district.

The assumption has been made that a planning figure of 1,000 students should be the basis for projecting physical plant space requirements, and that the projected funds for the construction of the space should be based on State Regents' cost estimates. Following are estimates of the amount of physical plant space that would be required to accommodate a community junior college of 1,000 students, and an estimate of the amount of funds required to construct and equip the buildings.

ESTIMATE OF JUNIOR COLLEGE SPACE NEEDS FOR 1,000 ENROLLMENT

Type of Space	Space Factor	Assignable Square Feet
<u>General Classroom</u>	- 13 weekly student-clock-hours per FTE enrollment, and .84 square feet per weekly student-clock-hour	10,920
<u>Laboratory</u>	- 4.0 weekly student-clock-hours per FTE enrollment, and 4.5 square feet per weekly student-clock-hour	18,000
<u>Faculty Offices</u>	- 6.25 square feet per FTE enrollment (includes office service area)	6,250

Type of Space	Space Factor	Assignable Square Feet
<u>Other Instructional Space</u>	- 18 square feet per FTE enrollment	18,000
<u>Library</u>	- 20,000 volumes with 1 square foot per 12 volumes (.0833); 6.25 square feet per FTE enrollment; an additional 25% added for library service area	10,000
<u>Administration</u>	- 5.0 square feet per FTE enrollment	5,000
	Total Assignable Square Feet	68,170
	Gross Square Feet (ASF + 60 x 100)	113,616

ESTIMATE OF COST

Gross Square Feet	113,616
Estimated Construction Cost per GSF	\$ <u>20</u>
Estimated Construction Cost	\$2,272,320
Estimated Movable Equipment (approximately 20%).	<u>447,680</u>
Estimated Non-Structural Improvements.	<u>30,000</u>
Total Estimated Cost (not including land)	<u>\$2,750,000</u>

The cost estimates set forth above reveal that an initial investment of \$2,750,000 would be required to construct academic facilities adequate for an enrollment of 1,000 students. Of that amount, approximately \$1,375,000 (50 percent) would be borne by the Federal government under P. L. 88-240, or from other Federal programs, leaving approximately \$1,375,000 to be funded from other sources--local, state, or private.

The Oklahoma State Regents for Higher Education "shall have authority to allocate State Aid to community junior colleges meeting the

standards and criteria for accreditation by the State Regents, for capital improvements purposes from funds appropriated by the State Legislature for this purpose, provided that a long-range comprehensive plan for the campus development of the junior college has been prepared by the institution and approved by the State Regents. After approval of the plan the State Regents may allocate from any funds available for such purpose not more than forty per cent (40%) of the estimated cost of proposed construction of buildings and other capital improvements (\$1,100,000), provided that the institution shall have furnished assurance to the State Regents that the remaining sixty percent (60%) of the estimated cost of the construction project (\$1,650,000) will be provided in the form of Federal and/or local funds (O. S. Supp. 1968, Title 70, Section 4412)."¹⁰

Criterion 5: There should be reasonable assurance that the proposed community college will possess the potential to provide a broad educational program that includes: (a) a program of general and liberal arts courses adequate in scope to meet the cultural and social needs of the community; (b) a broad transfer program with a sufficient variety of courses and sections to enable a student to meet the entrance requirements of the four-year college or university of his choice; (c) a comprehensive vocational-technical program designed to meet the needs of a society in a period of rapid technological development and occupational change; and (d) a program designed to meet the needs of the community for adult and continuing education.

Findings: It is the intent of the petitioning jurisdiction to establish a community college offering a comprehensive program of education encompassing all the areas (a through d) enumerated in Criterion 5. The

¹⁰Article XIV, Section 1412, Oklahoma Higher Education Code, 1968.

scope and size of the various programs cannot, of course, be determined until the new institution has been established and the educational program has been developed.

Many community college administrators believe that a community college must have a full-time-equivalent enrollment of at least 1,000 in order to develop a broad, comprehensive program. Since the projected full-time-equivalent enrollment of the proposed community college in its first year of operation is between 1,000 and 1,500 students and the probable second year enrollment between 1,500 and 2,000 students, one may assume that the potential would exist to provide an educational program of such breadth.

Also, because the Oklahoma State Regents for Higher Education functions as the accrediting agency for community colleges, as well as being the state-level board responsible for approving the educational programs of these colleges, there is reasonable assurance that programs will be developed in conformity with the standards enumerated in Criterion 5.

Criterion 6: There should be reasonable assurance that the proposed community junior college will be able to meet the accrediting standards of the regional accrediting agency within five years of the institution's operation.

Findings: The North Central Association of Colleges and Secondary Schools is the regional accrediting agency for the section of the nation of which Oklahoma is a part. The Commission on Colleges and Universities of the North Central Association structures its evaluation of educational institutions around seven basic questions:

1. What is the educational task of the institution?
2. Are the necessary resources available for carrying out the task of the institution?
3. Is the institution well-organized for carrying out its educational task?
4. Are the programs of instruction adequate in kind and quality to serve the purposes of the institution?
5. Are the institution's policies and practices such as to foster high faculty morale?
6. Is student life on campus relevant to the institution's educational task?
7. Is student achievement consistent with the purposes of the institution?

The answers to many of the educational questions enumerated above cannot, of course, be set forth until an institution is formally organized and functioning. However, it is reasonable to assume that if the financial resources are forthcoming and if proper organizational and administrative procedures are followed, an institution will have a greater-than-normal chance of achieving regional accreditation within the five-year time limit specified in Criterion 6.

Because of its role as the state-level accrediting agency for higher education in Oklahoma, the Oklahoma State Regents for Higher Education exercises coordinating control over the establishment and operation of both public and private institutions. In carrying out its accreditation function, the State Regents several years ago adopted the educational standards of the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools to be the standards of education for institutions of higher education in Oklahoma. The State Regents'

coordinating control over institutional accreditation standards would help to assure that a proposed community junior college would move forward toward meeting the standards of the regional association.

Part IV

CONCLUSIONS AND RECOMMENDATIONS

The conclusions presented below by the State Regents' staff and concurred in by the consultants for the study, are based upon data of the survey and analysis of the findings:

1. The proposed community college program would not duplicate unnecessarily the offerings of established public or private colleges in the case of those students who:
 - a. major in any subject area other than liberal arts or teacher education;
 - b. cannot financially afford to attend existing colleges;
 - c. are unable to qualify for admission to existing colleges;
 - d. are unable to attend existing colleges because of employment.
2. Enrollment projections indicate that the proposed community college would have a full-time-equivalent enrollment of over 500 students by the second year of operation and over 1,000 students by the fifth year of operation.
3. Assuming the proposed community college district is able to establish a legal tax base, there would be reasonable assurance that adequate funds for the educational and general operation of the institution could be provided, both immediately and long range.

4. While no adequate site is presently available, there is reasonable assurance that one will be provided by the local jurisdiction after determination of the feasibility of the proposed community college. Assuming the availability of Federal and State funds in the authorized percentages, for capital improvements, there is reasonable assurance of adequate physical facilities necessary to accommodate the number of students projected to be enrolled in the fifth year of the institution's operation.
5. There is reasonable assurance that the proposed community college will possess the potential to provide a broad educational program that includes:
 - a. a program of general and liberal arts courses adequate in scope to meet the cultural and social needs of the community.
 - b. a broad transfer program with a sufficient variety of courses and sections to enable a student to meet the entrance requirements of the four-year college or university of his choice;
 - c. a comprehensive vocational-technical program designed to meet the needs of a society in a period of rapid technological development and occupational change; and
 - d. a program designed to meet the needs of the community for adult and continuing education.
6. There is also reasonable assurance that the proposed community junior college will be able to meet the accrediting standards of the regional accrediting agency within five years of the institution's operation.

7. The location of the proposed community college should be determined by the State Regents in relation to the educational needs of the Oklahoma City metropolitan area.

Recommendation:

Based upon the conclusions presented above, it is the recommendation of the Regents' staff and consultants that the State Regents issue a proclamation calling for an election to be held to allow legal voters residing within the proposed community college district, to vote on the question of whether a junior college shall be established and maintained in that community.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
State Capitol, Oklahoma City

CRITERIA FOR THE ESTABLISHMENT OF COMMUNITY JUNIOR COLLEGES

Article XIV, Section 1401 of the Oklahoma Higher Education Code (Senate Bill No. 2, Thirty-First Oklahoma Legislature) provides that "A community junior college may be established, maintained and operated in any community in accordance with criteria and standards, rules, and regulations prescribed by the Oklahoma State Regents for Higher Education. . . ."

The following criteria and standards will serve as guidelines for the State Regents in determining the need for and feasibility of the establishment of community junior colleges.

1. The proposed community junior college program should not duplicate unnecessarily the offerings of established public and/or private colleges or universities.
2. There should be a minimum potential enrollment of 500 full-time-equivalent students by the second year of a proposed community junior college's operation, with a potential enrollment of 1,000 by the fifth year of operation.
3. There should be reasonable assurance that adequate funds for the educational and general operation of the institution can be provided, both immediately and long-range.
4. There should be assurance of an adequate site provided by the local jurisdiction and assurance of adequate physical facilities necessary to accommodate the number of students projected to be enrolled in the fifth year of the institution's operation.
5. There should be reasonable assurance that the proposed community college will possess the potential to provide a broad educational program that includes: (a) a program of general and liberal arts courses adequate in scope to meet the cultural and social needs of the community; (b) a broad transfer program with a sufficient variety of courses and sections to enable a student to meet the entrance requirements of the four-year college or university of his choice; (c) a comprehensive vocational-technical program designed to meet the needs of a society in a period of rapid technological development and occupational change; and (d) a program designed to meet the needs of the community for adult and continuing education.
6. There should be reasonable assurance that the proposed community junior college will be able to meet the accrediting standards of the regional accrediting agency within five years of the institution's operation.

OKLAHOMA COUNTY ELECTION BOARD
COUNTY BUILDING
OKLAHOMA CITY, OKLAHOMA 73102

ERRY TUBB, CHAIRMAN
J. DAN RECER, VICE CHAIRMAN
TEX NEWMAN, SECRETARY



September 30, 1969.

C O P Y

Dr. E. T. Dunlap, Chancellor
Oklahoma State Board of Regents
State Capitol Building
Oklahoma City, Oklahoma

Dear Dr. Dunlap:

We have examined the petitions which request that an election be held to determine whether a Junior College district should be created in the southwest part of Oklahoma County.

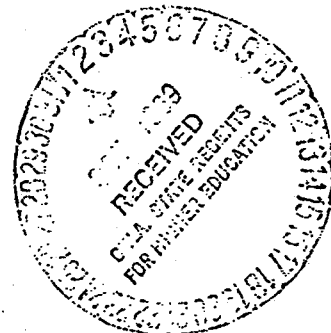
We find these petitions to be sufficient to allow such an election to be scheduled.

Our office awaits your direction in accomplishing the desired objective. Our efforts will be diligent and enthusiastic.

Cordially,

H. S. Newman
Secretary

HSN/mr



APPENDIX C
RESOLUTION NO. 581

RESOLUTION NO. 581

WHEREAS, upon request of the Oklahoma State Regents for Higher Education and pursuant to Senate Bill #2 of the 1967 Oklahoma Legislature, the State Election Board caused an election to be held in the community commonly known as the Capitol Hill area of Oklahoma City described as, "beginning at a point where the North Canadian River intersects Interstate Highway No. 35, then south on Interstate Highway No. 35 to Southeast 36th Street, then east on 36th Street to Bryant Street, then south on Bryant street to the Cleveland County line, then west along the Cleveland County line to its intersection with the Canadian County line, then north along the Canadian County line to its intersection with the North Canadian River, then east along the North Canadian River to the point of beginning, all in Oklahoma County, Oklahoma," on December 16, 1969, for the purpose of allowing the legal voters of said community to vote on the question of whether a junior college should be established and maintained in the community; and

WHEREAS, the State Election Board has certified the results of said election to the Oklahoma State Regents for Higher Education, which results show that a majority of the legal voters in the community voting on the question voted in favor of establishing and maintaining a junior college in the community.

NOW, THEREFORE, BE IT RESOLVED by the Oklahoma State Regents for Higher Education, acting pursuant to Oklahoma Statutes Supplement 1968, Title 70, Section 4403, as amended by House Bill #1156, Section 1, 1969 Oklahoma Legislature:

SECTION 1. That a community junior college is hereby authorized to be established and maintained as provided by law, as set forth in the proposition on which the legal voters expressed themselves at the election held in the community on December 16, 1969.

SECTION 2. That the new junior college shall be known as the "Capitol Hill Junior College" and that all legal business of the institution shall be transacted in this name.

SECTION 3. That the boundaries of the community in which the junior college is to be established and maintained as set forth in the application shall be as described in paragraph one of this Resolution.

SECTION 4. That the Governor of the State of Oklahoma is hereby officially informed that the Oklahoma State Regents for Higher Education have authorized that a junior college be established and maintained in the community as described herein and that he is requested to initiate steps to create a governing board for the junior college as provided in Oklahoma Statutes Supplement 1968, Title 70, Section 4403.

SECTION 5. That copies of this Resolution be sent to the leadership committee of the citizens of the community who presented the petition to the State Regents on behalf of the signers proposing the junior college, to the Governor of Oklahoma, and to the Secretary of State of Oklahoma.

Adopted this 27th day of January, 1970.

SEAL:

ATTEST:

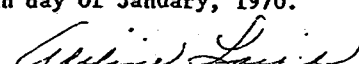
G. Ellis Gable, Secretary

Harry P. Conroy, Chairman

I, E. T. Dunlap, do hereby certify that the above is a correct statement of the action authorized by the Oklahoma State Regents for Higher Education as set forth in the minutes of the regular meeting on January 27, 1970, and constitutes a part of the minutes of said meeting.


E. T. Dunlap, Chancellor

Duly subscribed and sworn to before me this 27th day of January, 1970.
My commission expires: February 15, 1970.


Notary Public

APPENDIX D

FIRST BOARD OF TRUSTEES
1970

South Oklahoma City Junior College
Original Board of Trustees
April 1970



College Board

Board members for the new South Oklahoma City Junior College are, left to right, seated, Leon C. Nance, Carlton V. Myhro, Al M. Snipes and Jim Lookabaugh, and standing,

Wesley L. Weldon, Robert L. Moser and Jack E. Turner. (Staff Photo)

APPENDIX E
NICHOL'S AGENDA

1971

March -Select Architect
-Board Member Election
-Acquisition of permanent site

April -Completion of revised policy statements
-Develop budget, 71-72

May -Tax Millage election
-Election, Board Officers

June -Completion of various surveys and projections

July -Employment of Academic, Student Services, and Business Vice Presidents

August -Completion of first draft of Master Plan
-Completion of plans for temporary campus

September -Employment of Librarian, Multi Media Director, Computer Director, Director of Guidance & Counseling, Division Directors
-Development of specifications and bid documents for temporary campus

October -Let contracts for temporary campus arrangements

November -Develop bid specifications for furniture, equipment, materials for temporary campus

December -High School visitations and publicity
-Let contracts for listed specifications

1972

January -Selection of Faculty
-Develop budget, 72-73
-Bond election

February - Selection of Faculty
-Recruitment of Students

March -Selection of Faculty
-Recruitment of Students
-Board Member election

April -Selection of Faculty
-Recruitment of Students

May -Selection of Faculty
-Recruitment of Students
-Employment of Counselors
-Election Board Officers

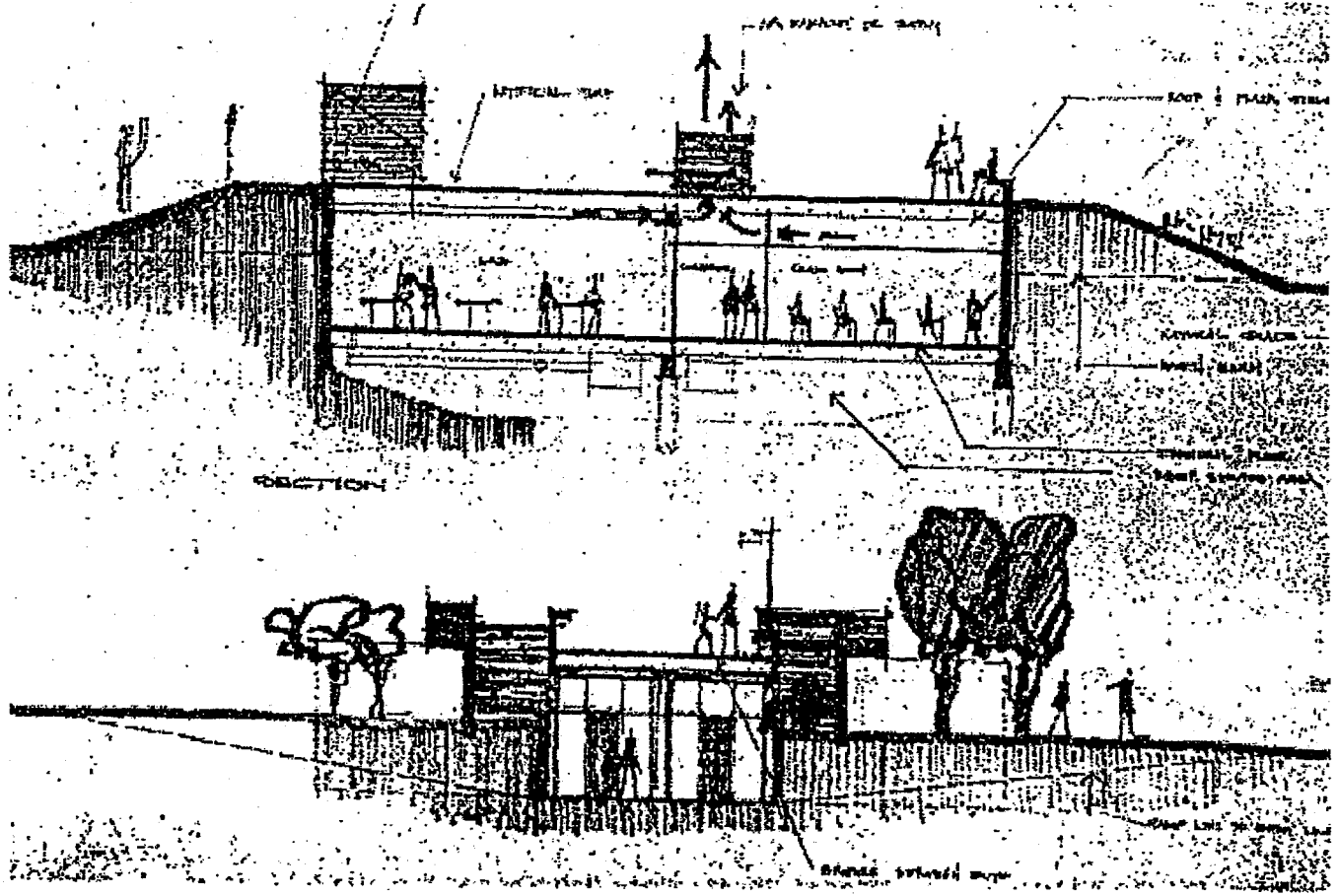
June -Selection of Faculty
-Recruitment & Counseling of Students

July -Selection of Faculty
-Recruitment & Counseling of Students

August -START OF CLASSES

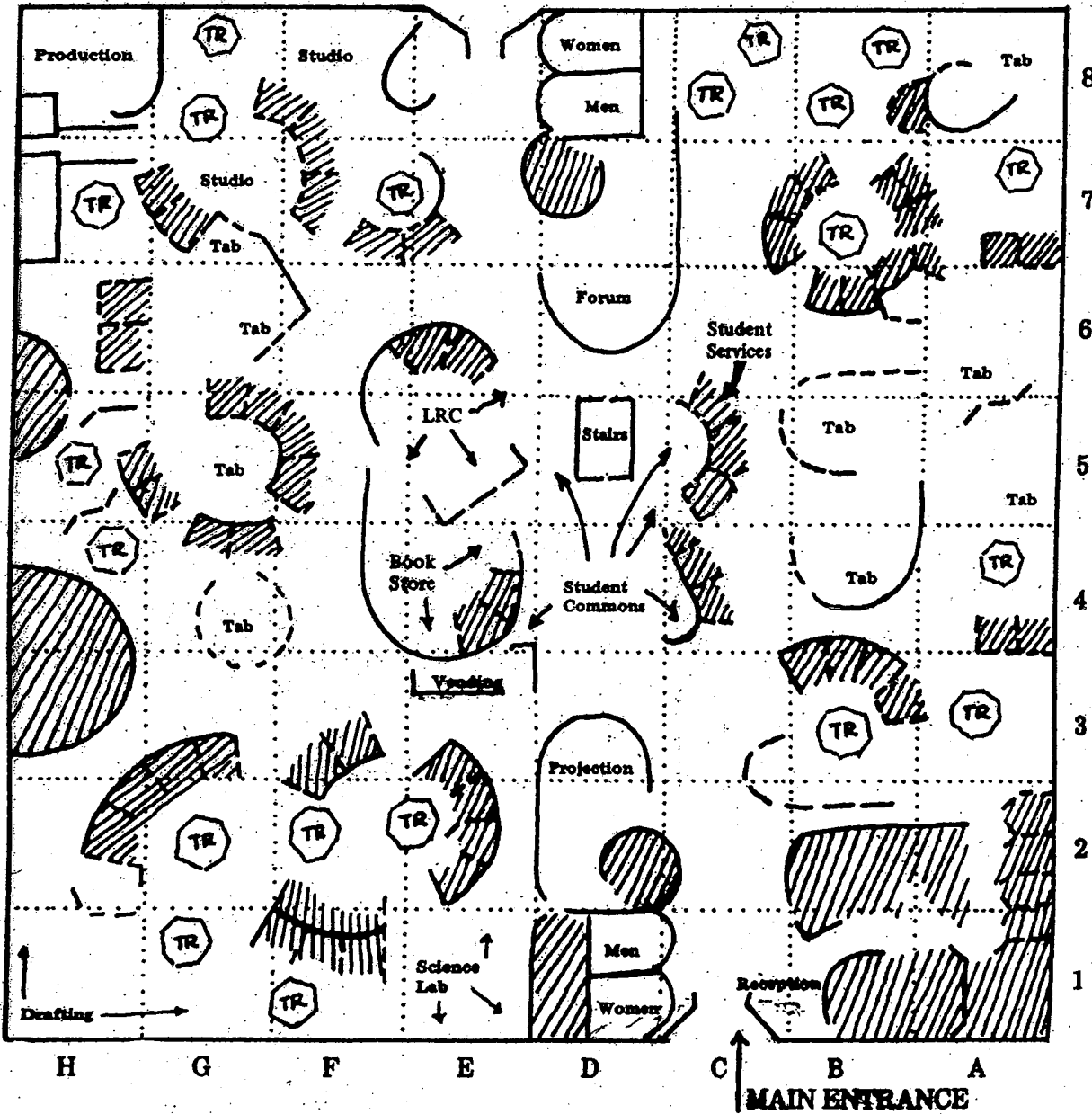
APPENDIX F
BUILDING ILLUSTRATIONS

Active



APPENDIX G
INTERIOR ILLUSTRATION
AND
GRID MAP

**BUILDING
LAYOUT
SOUTH
OKLAHOMA CITY
JUNIOR
COLLEGE**



LEGEND

Offices:
8 ft. or more walls
4 ft. walls

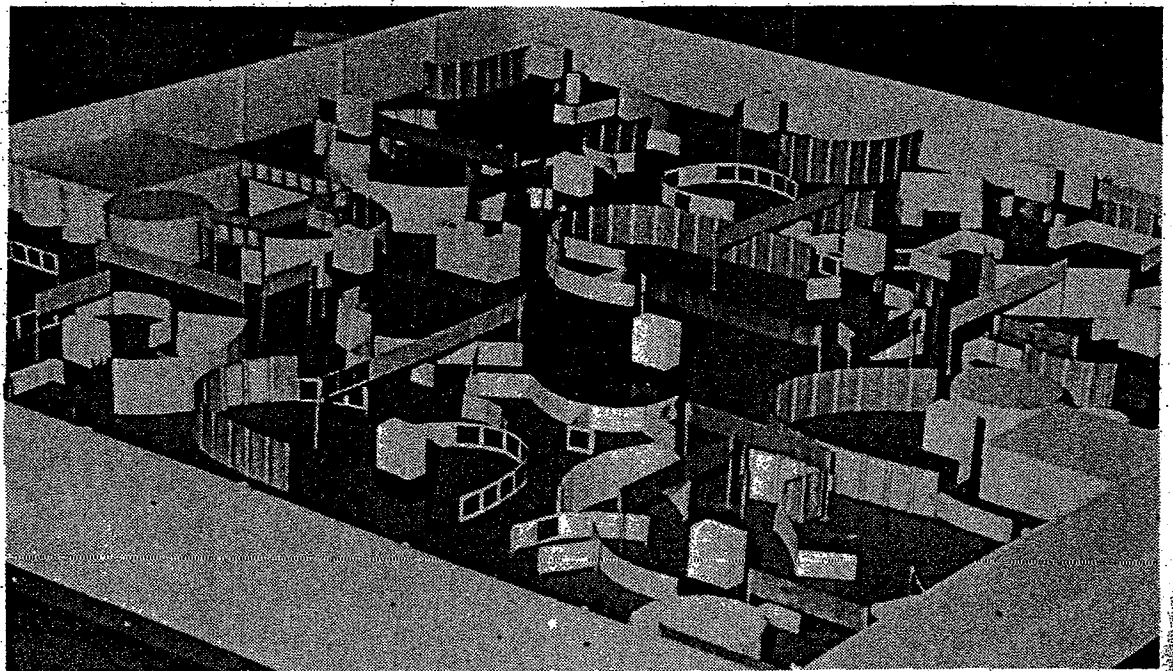
TR: Trapezoid Tables (grouped tables)

Tab: Chairs with tablet arms

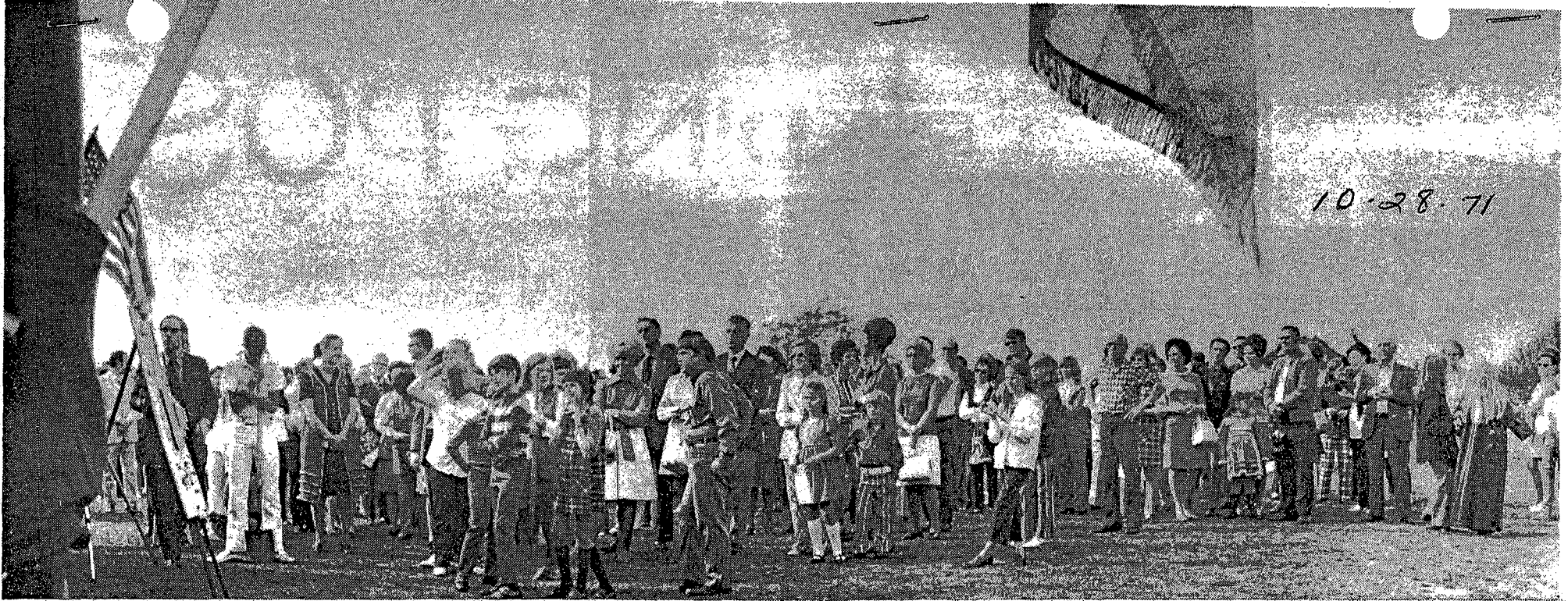
The letters below the map and the numbers to the right are to be used to locate specific areas. FOR EXAMPLE:

Student services is located up from C and across from 6

Imaginary boundaries indicating areas of the building



APPENDIX H
GROUNDBREAKING PHOTO



APPENDIX I
A COMMON SENSE APPROACH TO EDUCATION
AND
SAMPLE COURSE MATERIALS

A COMMON SENSE APPROACH TO EDUCATION

**A Comprehensive Plan for the Development of
South Oklahoma City Junior College**

Prepared for Presentation to

The Oklahoma State Regents for Higher Education

**South Oklahoma City Junior College
February, 1972**

FOREWORD

The Comprehensive Plan for the Development of South Oklahoma City Junior College is a long range policy statement in four parts -- Introduction, Educational Programs, Organization, and Facilities Plan. Contained within the plan are many concepts that are new to Oklahoma higher education, ideas intended to improve the efficiency and effectiveness of the educational process. Some of the concepts have been implemented in other parts of the country; however, some are virtually untried, particularly at the community college level. None of the concepts have been introduced merely for the sake of novelty. We are confident they will be of value in improving the effectiveness and efficiency of Oklahoma higher education.]

The preparation of this plan has taken place over the past eight months and has required countless hours of work on the part of the college staff and trustees. Indeed, development of the plan would not have been possible without the dedication, support, and encouragement of the Board of Trustees of the College. Valuable help and advice was also given by Chancellor E. T. Dunlap and his staff at the office of the Oklahoma State Regents for Higher Education.

The content of the plan represents input from the college staff, from the Academic Affairs Task Force, various consultants, and the trustees. Basic staff work for the plan was performed by Bruce Owen, Dean of Instruction; Gordon Kilpatrick, Director of Educational Development; and David Blakeman, Director of Communications, who had the primary responsibility for writing and editing the document.

We are pleased to share this document with our friends and colleagues in higher education in the hope that it might prove to be of value to others engaged in a similar undertaking.

John E. Cleet, President
 South Oklahoma City Junior College
 February 28, 1972

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 Educational Philosophy

 Educational Programs

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 Enrollment Projections

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OF THE COLLEGE PROGRAM 13

 Functional Management

 Educational Affairs

 Administrative Services

 Program Planning and Budgeting

Part IV: THE FACILITIES PLAN

(This section is not contained in the present document. Subsequent printings will include the Facilities Plan.)

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I. INTRODUCTION

Historical Background

The development of South Oklahoma City Junior College has followed, step by step, the procedures set forth by the Handbook for the Establishment and Operation of Community Junior Colleges in Oklahoma, published by the Oklahoma State Regents for Higher Education.

The initial steps for the establishment of the college were carried out by a South Oklahoma City Chamber of Commerce committee which circulated the petitions necessary for the establishment of the college.

The Oklahoma State Regents for Higher Education conducted a feasibility study and called an election in the district to determine community support for the proposed college. The voters responded overwhelmingly in favor of the college.

As presently constituted, the college district encompasses all Oklahoma County south of the North Canadian River except for a small area east of I-35.

On April 22, 1970, then-Governor Dewey Bartlett appointed the first four trustees of the college: Mr. E. M. Lookabaugh, Mr. Leon C. Nance, Mr. Carlton V. Myhro and Mr. Al M. Smipes. They, in turn, appointed Mr. Robert Moser, Mr. Wesley L. Weldon and Mr. Jack E.

Turner to the remaining positions on the Board of Trustees as provided by law. Later, Mr. Harold E. Stansberry was elected to fill the vacancy on the Board created by the expiration of Mr. Lookabaugh's term.

Dr. J. C. Nichols was selected as the first president of the college in November of 1970 and planning proceeded under his leadership.

A 143-acre site for the campus at the southwest corner of May Avenue and Southwest 74th Street was provided for the college by means of a permanent easement granted by the State School Land Commission. The architectural firm of Jones, Hester, Bates, and Riek was chosen to begin planning of the physical facilities.

Dr. John E. Cleek was chosen as president of the college on July 12, 1971, to succeed Dr. Nichols who had resigned to take another position.

In addition to a five mill operating levy previously passed by the voters of the district, a bond issue for the construction of the college was passed in October of 1971, enabling the Board of Trustees to issue general obligation bonds to the amount of \$5,250,000.

Construction of the first facility, scheduled for completion in the fall of 1972, began in January, 1972. Use of the fast track method of construction should ensure the availability of the building on schedule. However, should inclement weather or some other unforeseen element delay construction, an appropriate contingency plan for opening classes in temporary facilities has been developed.

In September of 1971, the President assembled an Academic Affairs Task Force to develop an educational plan for the college. The Task Force met periodically for two and three-day sessions of intensive planning during the early months of its existence. Much of what follows is the direct result of its work. Appendix I contains a list of the Task Force members.

This comprehensive plan will be the official planning guide for the faculty and staff in the further development

of South Oklahoma City Junior College. The plan also reflects the efforts of the college to implement the directives of the State Regents' Plan for the 70's.

Part I has set forth the necessary background to understand the development of the college.

Part II, the Educational Plan, deals with the philosophy of the college, its educational programs, instructional methods, academic calendar and projected enrollment.

Part III deals with the organizational structure of the college, the projected human and financial resources required for its operation.

Part IV relates the first three parts to the physical facilities required for the college. Logically, physical planning should follow educational program planning and does in this plan.

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II. THE EDUCATIONAL PLAN

Functions of the College

The functions of South Oklahoma City Junior College are similar to those commonly assigned to a comprehensive community college, namely, to make available to residents of the college district educational opportunities of less than baccalaureate length. The specific functions are:

- To prepare students for immediate entry into and appreciation of actual careers
- To prepare students for successful transfer to baccalaureate degree-granting institutions
- To provide career education, retraining, special interest programs and programs of avocational interest for citizens of the community who have had their education interrupted
- To assist all students to think independently, communicate effectively, have self-awareness, and concern for their fellow man, and to function effectively as citizens
- To provide students with the basic skills necessary for the achievement of their educational goals
- To enhance the educational, economic, social and cultural life of the community.

Educational Philosophy

To understand the educational philosophy of South Oklahoma City Junior College requires a careful reading of the entire comprehensive plan. In brief, the philosophy of the college is summarized in the following paragraphs.

As a community college that reflects the needs and aspirations of the community it serves, South Oklahoma City Junior College will be characterized by accessibility, comprehensiveness, flexibility, quality, and accountability.

Accessibility. As an institution with an open-door policy, the college will be accessible to any citizen of post-high school age in the district. Appendix II contains the college admissions policy.

The college will provide equal educational opportunities for all such prospective students regardless of personal, economic or social condition. It will provide a strong program of student services. Students will be encouraged to propel themselves to the full extent of their capabilities and will be guided in setting realistic goals for themselves.

The college will develop a total environment dedicated to learning and open to those who desire to learn.

Comprehensiveness. The college will be comprehensive by offering a wide variety of study and career options for both academic and occupational students. The offerings of the college will be determined by community needs on a priority basis to the fullest extent of available resources.

Flexibility. The college will maintain maximum flexibility in the determination of its programs, phasing out those that become less relevant in time and initiating new ones in keeping with the changing needs of the community. Each student will have maximum flexibility in moving from one level of study to another and if he so chooses, from one career area to another. The college will also maintain the flexibility to accommodate individual differences in learning rates, aptitudes and prior knowledge.

Quality. The college will achieve the highest standards of quality in its faculty, administration, facilities, service-oriented programs and curriculum. Such quality should be reflected in the progress of the college toward accreditation and will be a determining factor in the accountability of all faculty and staff. The college will seek to engender in each student a concern for excellence and a desire for continuous learning.

Accountability. South Oklahoma City Junior College will accept accountability for the quality and quantity of output of the college. Performance objectives will be established for each course, for each of its programs and employees, and for the college as a whole.

The college will be accountable for the success of its students in the belief that every student deserves to succeed and that society needs success-oriented citizens.

An annual external audit of the educational program will be made in the same fashion as the financial audits required by law. Though not required, the report of this audit will be forwarded to the Oklahoma State Regents for Higher Education, legislative leaders, and the Governor of Oklahoma.

As a public institution, South Oklahoma City Junior College, and indeed other public educational institutions, owes the public an accounting of its efforts. Appendix III contains the official accountability policy of the college.

Educational Programs

The educational programs of South Oklahoma City Junior College will be built around the career cluster concept, integrating the academic and occupational pro-

grams. The concept is based on the belief that good education is, in the final analysis, career or occupation-oriented whether that career be as a brain surgeon or a ward clerk.

All educational programs relating to a particular career field will be grouped within each career cluster. A student will be able to transfer easily from one program to another related program within the cluster without interrupting his established pattern of interaction with his fellow students, faculty and staff.

The career cluster lends itself to the fulfillment of a commitment the college has made to the systems approach to education, to the provision of a learner-oriented atmosphere and to the accountability policy.

Preparatory programs, immediate job entry programs, continuing education and development programs will be grouped together in each cluster. The structure will allow the student to achieve maximum satisfaction and dignity regardless of the program in which he is enrolled. Its inherent flexibility should reduce the high attrition rate caused by student frustration.

The educational programs are clustered into six institutes. The nearest parallel to the institute in traditional academic structure is the division. The important difference is that the division is based on input, grouped

by academic disciplines. South Oklahoma City Junior College's institutes are based on output, the career objectives of the students.

THE INSTITUTE OF MEDIA AND THE ARTS contains those programs leading to careers in various mass communications fields, in the fine arts and in applied arts. The programs to be developed during the first year are:

Institute of Media and Arts

A. Communication Arts

1. Communications Specialist *
2. Television, Radio, and Film *

B. Fine Arts

1. Music *
2. Drama *
3. Visual Arts *
 - a. Studio Arts *
 - b. Interior Designer and Decorator *

C. Applied Arts

1. Fashion Arts (Apparel Design and Construction) **c
2. Landscaping (Ornamental Horticulture) **c

Preparatory programs that could be offered, many sharing the same courses for the first two years: Language Arts*, Modern Languages*, Public Relations*.

*Associate in Arts Degree

**Associate in Science Degree

cCertificate of Completion

THE INSTITUTE OF BUSINESS AND MANAGEMENT contains career programs in business administration, banking, insurance, secretarial services, data processing and various aspects of management. The programs to be developed during the first year are:

Institute of Business and Management

- A. Business Technician
 - 1. Bookkeeping Machine Operator **c
 - 2. Customer Service Representative **
- B. Stenographers and Secretaries
 - 1. Business Executive Secretary **c
 - 2. Legal Secretary **c
 - 3. Clerk Typist **c
 - 4. Receptionist **c
 - 5. Key punch Operator **c
 - 6. Stenographer and/or Secretary **c
 - 7. Medical Secretary **c
- C. Bank Teller and Clerk
- D. Management
 - 1. Mid-Management **
 - 2. Transportation Management **
 - 3. Management Specialist **

Preparatory programs that could be offered, many sharing the same courses for the first two years: Business Administration **, Accountant **, Marketing Specialist **

THE INSTITUTE OF NATURAL AND APPLIED SCIENCES includes programs in mathematics, physical and life sciences, health and engineering related careers, applied science and technology and food services. The programs to be developed during the first year are:

Institute of Natural and Applied Sciences

- A. Health Related Careers
 - 1. Occupational or Recreational Technician **
 - 2. Medical Record Technician **
 - 3. Surgical Technician **
 - 4. Medical Emergency Technician **
 - 5. Ward Clerk c
 - 6. Bio-Medical Engineering Technician (1973-74) **
 - 7. Registered Nurse (1973-74) **
- B. Engineering Related Careers
 - 1. Civil and Industrial Technician **
 - 2. Physical Plant Operation Technician **c
 - 3. Electrical-Electronics Technician **
- C. Food Services
 - 1. Cook-Chef **c
 - 2. Food Mid-Management **

Preparatory programs that could be offered, many sharing the same courses for the first two years: Mathematics **, Physical Sciences **, Natural and Biological Sciences **, Premedical **, Pre-Nursing **, Pre-Engineering **.

*Associate in Arts Degree
 **Associate in Science Degree
 cCertificate of Completion

THE INSTITUTE OF HUMAN AFFAIRS contains the programs leading to careers in public safety, various social and professional services and education. The programs to be developed during the first year are:

Institute of Human Affairs

A. Public Safety

1. Police Science and Criminology **C
2. Fire Safety Technology **C

B. Social Science Related Careers

1. Travel Agency Specialist **C
2. Legal Associate **

C. Education Related Career

1. Recreation Worker **
2. Library Technician **C
3. Child and Day Care Center Management **C

Preparatory programs that could be offered, many sharing the same courses for the first two years: Employment Counselor**, Rehabilitation Counselor**, Sociologist*, Political Scientist*, Economist*, Psychologist*, Lawyer*, Home Economist**, Elementary and Secondary Education*, School Counselor**, Physical Education**, Librarian*

* Associate in Arts Degree

** Associate in Science Degree

C Certificate of Completion

The programs were determined on the basis of employment projections such as those found in the federal government's Occupational Outlook Handbook and by information gathered from Health Manpower Needs in Oklahoma and the Occupational Training Information System Reports.

Offerings were limited by a realistic consideration of the college's financial resources, its physical facilities and the size of the first year's staff and faculty. Certain programs will be phased in as licensing or other professional requirements are met.

In seeking to be as responsive as possible to the needs of the community, the college conducted three community surveys in January of 1972, which are also reflected in the list of program offerings.

The specialized kinds of study options provided by the various career institutes would, in themselves, be inadequate in preparing students for the fullest kind of life. Every student will be offered a core of programs designed for personal development, to help him become a more effective human being.

These courses will be organized into modules and may be grouped together to help students in preparatory programs meet the general education requirements of

institutions to which they will transfer, or may be inserted as modules, within the various occupational programs.

THE INSTITUTE FOR CONTINUING EDUCATION will offer to the student who is beyond the so-called college age and has had his education interrupted for one reason or another, career education and re-training, general education, avocational programs, special interest courses, a variety of special programs for business and industry and government contract programs.

The institute will also offer in-service training for the college faculty and staff through such methods as guest lecturers and graduate courses via the Oklahoma Higher Education Televised Instruction System. Programs of individual study and, in time, individual study via cable television, will be offered by the institute.

South Oklahoma City Junior College proposes to be the first college in Oklahoma to offer the Associate Degree in Liberal Studies through the Institute for Continuing Education.

Full-time faculty members will devote some of their time to those programs offered by the institute. It will also draw heavily on the talents, abilities, and experience of local citizens.

Advisory committees will play an important part in determining need for program offerings, locating teaching

talent in the community and suggesting program changes within the institute.

The Institute for Continuing Education will be organized at the same level of intensity as any other cluster within the college. It will not be the unwanted step-child of the other instructional units.

THE INSTITUTE FOR STUDENT DEVELOPMENT will be the center for student services in the college. It will provide the professional assistance to help students determine their career objectives and the facilities for testing, orientation and basic skills acquisition.

This institute will assign counselors to each of the career institutes as well as the Institute for Continuing Education where they will work with students enrolled in the various career programs.

The institute will also administer the financial aids, placement, recruitment and admissions functions of the college. The placement function will be designed to assist students during their terms of enrollment and after completion of their college programs. It will be closely coordinated with financial aids and with cooperative education arrangements both within the college and with outside businesses.

Student Advisory Committees organized in each of the high schools in the college district are working through

the Institute for Student Development to provide easy communication between the college and its prospective students.

Instructional Methods

South Oklahoma City Junior College is committed to a systems approach to education using a modular concept of course structure.

Rather than relying solely on the traditional lecture method of teaching the faculty will be encouraged to make creative use of their time through audio and auto-tutorial teaching, seminars, laboratories, conferences, discussions, televised instruction, programmed instruction, game and role playing instruction techniques, on-the-job instruction, multi-media presentations, mini-courses and computer assisted instruction. In-service programs will be held for faculty members as required for continuous upgrading of their instructional skills.

All courses will be organized into a series of learning modules (units), each of which has stated behavioral objectives, the reasons and activities for achieving the objectives and the means for evaluation.

Such an approach to course structure provides maximum flexibility and more effective learning. Some

career programs may require completion of a limited number of modules within a course while another program may require the completion of all modules within the course. A student who changes his career objective then is free to re-enter a course, should additional modules be necessary to reach his new objective. This approach would be particularly effective in job upgrading and re-training.

Additionally, people in the community who wish to attend the college for reasons other than career preparation can pick out modules from various courses that meet their particular needs without having to waste time and money taking course material they do not need or want.

A non-punitive grading system is essential to the implementation of the systems approach to education. When a student completes the requirements for a course his transcript will indicate that credit has been earned. If he does not complete the course requirements, there is no record of the course on his transcript. Procedures will be developed to minimize articulation problems with other institutions vis-a-vis the grading system.

The college will rely heavily but not totally on self-paced individualized instruction. The LEARNING RESOURCES CENTER is the key to this kind of instruction.

No mere collection of books, the LRC will provide the student access to many media in addition to the traditional print medium. It will house both the equipment necessary for using the electronic and photographic media and the software materials as well. It will provide service for the preparation, processing, storage and retrieval of all media materials.

The student will be able to use such materials within the confines of the LRC and in many cases will be able to buy, borrow or rent copies of the material for his own use. Ultimately, the LRC will be able to reproduce for him not only electrostatic copies of the printed page but duplicate magnetic tapes, slides, video tape, films and multimedia presentations.

During the initial years of operation, the Learning Resources Center will be using and making available to students various kinds of print media, audio tape recordings, slides, microfilm, microfiche, motion pictures, phonograph records, and combinations of all these.

As resources permit and the needs of the instructional program require, the LRC will have the capabilities of handling video tape recordings, a random access retrieval and duplication system, computer assisted learning and cable television. As the resources and state of the art progress, the LRC can eventually initiate a system of

touch-tone computer access so that each student can make use of the college computer from his home phone and from various locations within the campus complex.

Ultimately a student at the college will be able to enroll at his own convenience, learn at his own pace and demonstrate mastery of content for credit when he feels he is ready. The Learning Resources Center provides the wherewithal for this process.

The Academic Calendar

South Oklahoma City Junior College will operate on a calendar consisting of ten five-week sessions per year.

Such a calendar provides for maximum year-round use of facilities, the maximum number of entry points for students and more uniform pacing of instruction than is allowable by more traditional academic calendars. This calendar can accommodate courses of fifteen, ten or five-week lengths or of any other appropriate length.

Students and faculty can select one or more five-week periods for non-classroom or off-campus learning experiences. Similarly, a student may choose any five-week session as his vacation from school. More importantly, students who experience false-starts will have less waiting time before they can begin anew.

This innovative approach to the academic calendar provides the college an excellent opportunity for experimentation and should lead to more efficient use of human and physical resources, consistent with the college's policy on accountability.

Enrollment Projections

A detailed study of the projected enrollment for South Oklahoma City Junior College was completed in June, 1971. This study was strengthened by data collected from a survey of high school students in the college district in January, 1972.

The projections are based on the following assumptions:

1. Presently 50 per cent of the high school graduates in the district will plan to attend college and 60 per cent of those will be first time enrollees at South Oklahoma City Junior College.

2. Previous high school graduates enrolling in college will be 30 per cent of item one (above) in the first year of the college's operation and 15 per cent thereafter.

3. Sixty per cent of the high school graduates living in areas adjacent to the district will plan to

attend college and 25 per cent of those will be first time enrollees at South Oklahoma City Junior College.

4. The sophomore year will comprise 70 per cent of the previous year's first time enrollees, exclusive of continuing education students.

5. Of the 128,000 people living in the college district, 60 per cent are over 25 years of age. One per cent of the latter group is expected to enroll as continuing education students the first year, 1.6 per cent the second year, and progress to a maximum of 3.4 per cent in the fifth year of operation.

6. The presence of the college will increase the proportion of high school students planning to attend college in steps from one-half to two-thirds in the first five years of the college's operation. Also the presence of the college will improve high school retention rates and bring additional people into the district as new industries (with their manpower and training requirements) are attracted.

7. The full-time equivalent count will be 65 per cent of the headcount.

ENROLLMENT PROJECTIONS

<u>Year</u>				<u>Headcount</u>	<u>FTE</u>
1972-73	647	194	186	1795	1167
1973-74	699	105	175	2208	1435
1974-75	801	120	174	2785	1810
1975-76	854	128	189	3321	2159
1976-77	962	144	185	4722	3069
	(1)	(2)	(3)	(4)	(5)

Note: Column numbers refer to assumptions stated on page 11.

III. ORGANIZATION FOR ADMINISTRATION AND IMPLEMENTATION OF THE COLLEGE PROGRAM

Functional Management

The administrative structure of South Oklahoma City Junior College has been designed to provide functional management for the activities of the college, including both planning and implementation. See Appendix IV for the organizational chart and staffing patterns.

Long range planning is the responsibility of the President and his staff with policy assistance from a Planning Council composed of key administrators.

Implementation falls into two basic categories of activities — educative and administrative. The implementation teams will then be grouped under a Vice President for Educational Affairs and a Vice President for Administrative Services.

Educational Affairs

The Vice President for Educational Affairs will have responsibility for developing and administering a detailed program of work covering the total educational process, both formal and informal, on or off the campus.

Within the division of Educational Affairs and reporting to the Vice President will be the Dean of Instruc-

tion, the Dean of the Institute for Student Development, the Dean of the Institute for Continuing Education and the Director of the Learning Resources Center.

The Dean of Instruction will have responsibility for all the instructional programs of the college. Program managers will report to him and will be responsible for the organization and development of the curriculum materials and for the implementation of the instructional program.

The Dean of Instruction will have direct responsibility for the general education programs in the various career clusters and will share responsibility with the other deans for the recruitment of students into specific programs and for the placement of students in jobs following their training.

South Oklahoma City Junior College's faculty will range from persons without college degrees to those who have terminal degrees or even postdoctoral work in their fields. Faculty selection will be based on the ability of prospective personnel to manage effectively the learning situation, not necessarily on the basis of academic degrees.

Some faculty members will be developing new programs or course materials as a part of their regular responsibilities. Extensive use of part-time faculty from the community will be made in order to facilitate both kinds of activities on the part of full-time faculty.

As indicated in the section on accountability, evaluation of faculty performance based on achievement of objectives will be a continuing part of the college program. This evaluation will include such areas as classroom teaching, advising, faculty service and relations, management where there are administrative responsibilities, performing and visual arts, professional status and activities, public service and even research and publications.

The evaluation procedure will be used to improve faculty performance and to assist in determining merit pay increases.

Administrative Services

The educational programs of the college cannot exist in a vacuum. They must be supported by a capable administrative team.

The Vice President for Administrative Services will have responsibility for providing all the necessary sup-

porting services for the educational programs including such things as financial systems, physical space, information systems, purchasing and government excess property program.

Within the division of Administrative Services and reporting to the Vice President will be the Director of Finance, the Director of Management Information Services and the Director of Physical Plant Operation.

The Director of Finance will have responsibility for all the accounting systems and budget reporting of the college.

The Director of Management Information Services will have responsibility for the computer center and data processing services of the college including student records, payroll and inventories.

The Director of Physical Plant Operations will be charged with responsibility for maintenance and operation of the various building systems.

Other administrative services such as the college bookstore, motor pool, printing and duplication services, and stenographic services will be organized under the Vice President for Administrative Services as the needs arise.

Program Planning and Budgeting

South Oklahoma City Junior College is constrained to operate within the limits of the available resources and therefore must engage in systematic planning in order to make the most advantageous use of those resources.

Too often the traditional college budgeting procedures have reflected inadequate program consideration, lead time, and consideration of future impact. Program planning as conceived for use by South Oklahoma City Junior College will avoid these shortcomings, evaluating systematically alternative uses of available resources and deriving a long-range plan which will include those academic and support programs that will best promote the goals of the institution.

The planning cycle will involve the participation of the college trustees, administrators, faculty, staff and students. Their efforts will be coordinated by a Planning Council, whose membership is reflected in the organizational chart which is chaired by the President. Its basic responsibilities are to evaluate and to recommend change, when required, of the goals and objectives of the college, institutional policies, and to review program priorities.

The program plans emerging from the Planning Council will be the basis for the preparation of the

annual operating budget, the basis for physical facilities planning, the identification of needs, and for the coordination of support services with the instructional program.

A long-range plan will be projected in some detail for five consecutive years, enabling the college to anticipate the future consequences of proposed programs, to predict resource requirements and operating results, and evaluate the effectiveness of current programs as the plan is continually updated.

Throughout the planning cycle, program analysis will be taking place. All levels of personnel will be engaged in the cycle and thereby will be encouraged to generate ideas for improving all aspects of the college programs. These ideas, in turn, become input for future planning.

Effective program analysis is expected to have the following benefits:

- Insure a more meaningful set of goals and objectives for the college
- Establish well conceived priorities before resources are allocated
- Provide for the evaluation of existing programs and for their interaction with one another

- Improve coordination and communication among the program elements
- Create a greater awareness of the college's goals and objectives
- Create a greater commitment to the attainment of the goals and objectives throughout the faculty and staff.

The annual operating budget will be an outgrowth of the planning cycle. It will provide an estimate of needs and the proposed means of financing them, specifying the centers of responsibility for the management of resources. Budgetary status reports will help identify areas where deviations from the operating program are occurring.

Appendix V contains budget projections for the college.

APPENDICES

- I. Task Force
- II. Admissions Policy
- III. Accountability Policy
- IV. Organizational Chart & Staffing Patterns
- V. Budget Projections
- VI. Fee Schedule

APPENDIX I

ACADEMIC AFFAIRS TASK FORCE

Lynn K. Bales, Special Consultant, Health Related Career Programs

David A. Blakeman, Director, Radio and Television Services, University of Alabama; Now, Director of Communications, South Oklahoma City Junior College

John E. Clegg, President, South Oklahoma City Junior College

Vicki Johns, Assistant to the President, South Oklahoma City Junior College

B. Lamar Johnson, Senior Consultant, Professor of Higher Education, University of California at Los Angeles

Gordon Kilpatrick, Dean of Instruction, Flathead Valley Community College; Now, Director of Educational Development, South Oklahoma City Junior College

Charlyce King, Special Consultant for Adult and Continuing Education, Associate Professor of Education and Coordinator of Adult Basic Education Project, University of Oklahoma

David Larimore, Special Consultant for Vocational/Technical Education Programs, Assistant Professor, University of Kentucky

Gary Lombard, Admissions Counselor, South Oklahoma City Junior College

William Neptune, Dean, Arts and Sciences, Oklahoma Baptist University; Executive Committeeman, North Central Association of Colleges and Secondary Schools

Bruce B. Owen, Chairman, Division of Arts and Letters, Oklahoma College of Liberal Arts; Now, Dean of Instruction, South Oklahoma City Junior College

B. Don Sullivan, Executive Director of Student Services, University of Texas, Permian Basin; Now, Dean of Student Development, South Oklahoma City Junior College

A. L. Taylor, Vice President, Administrative Services, South Oklahoma City Junior College

OTHER SPECIAL CONSULTANTS

Joseph Bishop, Director of Project G.T.-70.

G. E. Burson, Academic Dean, Northern Oklahoma College

Dan Hobbs, Vice Chancellor for Academic Affairs, Oklahoma State Regents for Higher Education

Richard I. Miller, Vice President for Academic Affairs, Baldwin-Wallace College

Ken McCollom, Assistant Dean, College of Engineering, Oklahoma State University

Al Phillips, President, Tulsa Junior College

Bill Priest, Chancellor, Dallas County Community College District

Bob H. Riek, Jones, Hester, Bates and Riek, Architects for South Oklahoma City Junior College

APPENDIX II

SOUTH OKLAHOMA CITY JUNIOR COLLEGE

ADMISSIONS POLICY

It is the intent of South Oklahoma City Junior College to provide educational opportunities for all citizens of the district without regard to race, creed, color, national origin, or socio-economic circumstances. To achieve this goal required adoption of an Admission Policy providing maximum accessibility to the College programs.

I. Criteria for Admission — First-time Students

A. Residents of the College District

Any graduate of an accredited high school who is a bona fide resident of the College district or any such resident who is 19 years of age or older and not a high school graduate shall be eligible for admission to the College. To assist the College in its programs of guidance and counseling, the prospective student will be required to participate in the American College Testing Program.

B. Non-residents of the College District who are residents of Oklahoma

Any graduate of an accredited high school or anyone 19 years of age or older whether he is a high school graduate or not shall be eligible for admission to the College to the extent facilities and other resources are available. To assist the college in its programs of guidance and counseling, the prospective student will be required to participate in the American College Testing Program.

II. Transfer Students

A. Residents of the College District

1. Students who are in good standing both academically and from a disciplinary standpoint shall be accepted for transfer upon presentation of a transcript of work completed at other accredited colleges. Full credit for previous work completed will be given.

2. Students not in good standing will be accepted for enrollment based on the recommendations of the Admissions Committee. Criteria used by the Committee will focus attention on the reasons for previous failure and the prospects for future success.

B. Non-residents of the College District

1. Students who are in good standing shall be accepted for transfer upon presentation of a transcript of work completed at other accredited colleges to the extent facilities and other resources are available. Full credit for previous work completed will be given.

2. Students not in good standing will be accepted for enrollment based on the recommendations of the Admissions Committee. Criteria used by the Committee will focus attention on

the reasons for previous failure and the prospects for future success.

III. Non-residents of Oklahoma

Applications for admission by non-residents of the State shall be handled in the same manner as those described above for non-residents of the College District.

IV. The Admissions Committee

This Committee will be chaired by the Vice President for Educational Affairs. The membership shall consist of: The Dean of Instruction, Dean of Student Development, Dean of Continuing Education, Director of Educational Development, the Program Manager from the area to which the student desires admission, and an advanced student from the same area.

APPENDIX III

SOUTH OKLAHOMA CITY JUNIOR COLLEGE POLICY CONCERNING ACCOUNTABILITY

WHEREAS, equal opportunity for all persons is a cherished American ideal;

WHEREAS, personal opportunity in the contemporary world is largely dependent upon competencies gained through the process of formal education;

WHEREAS, South Oklahoma City Junior College is a public institution existing for causing students to learn in accordance with their own goals and the needs of our society and economy;

WHEREAS, accountability for student learning is an accepted responsibility of the entire college community;

WHEREAS, the Board of Trustees of South Oklahoma City Junior College is desirous of continuing the development of an instructional program that accommodates differential learning rates of students and produces measurable evidence of student learning;

NOW, THEREFORE, BE IT RESOLVED that the

1. college president shall inform the Board of Trustees at least once each year of:

1) the success of students in attaining course objectives, including their attrition and failure rates;

2) the success of students in occupations assumed upon leaving the college, including the employer's perception of the value of the college programs;

3) the success of students who transfer to other institutions;

4) the extent to which the programs of the college are attaining the stated aims of the college.

2. college community is encouraged to:

1) continue the development of an instructional program that accommodates differential learning rates of students and produces measurable evidence of student learning;

2) foster an "open and frank atmosphere" focused on enhancing the "teaching-learning climate;"

3) emphasize research-based planning for the continuing refinement of the instructional program to the end that college resources contribute maximally to opening the door²³ ways of opportunities for students.

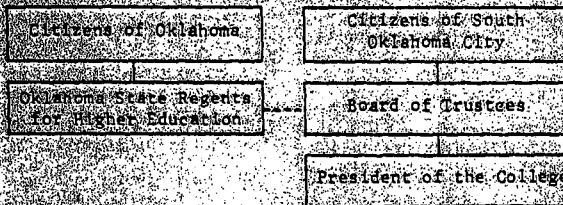
3. Board of Trustees shall contract for an annual external audit of educational program effectiveness performed by outside consultants; a

copy of this audit shall be forwarded to the Oklahoma State Regents for Higher Education, legislative leaders, and the Governor of Oklahoma.

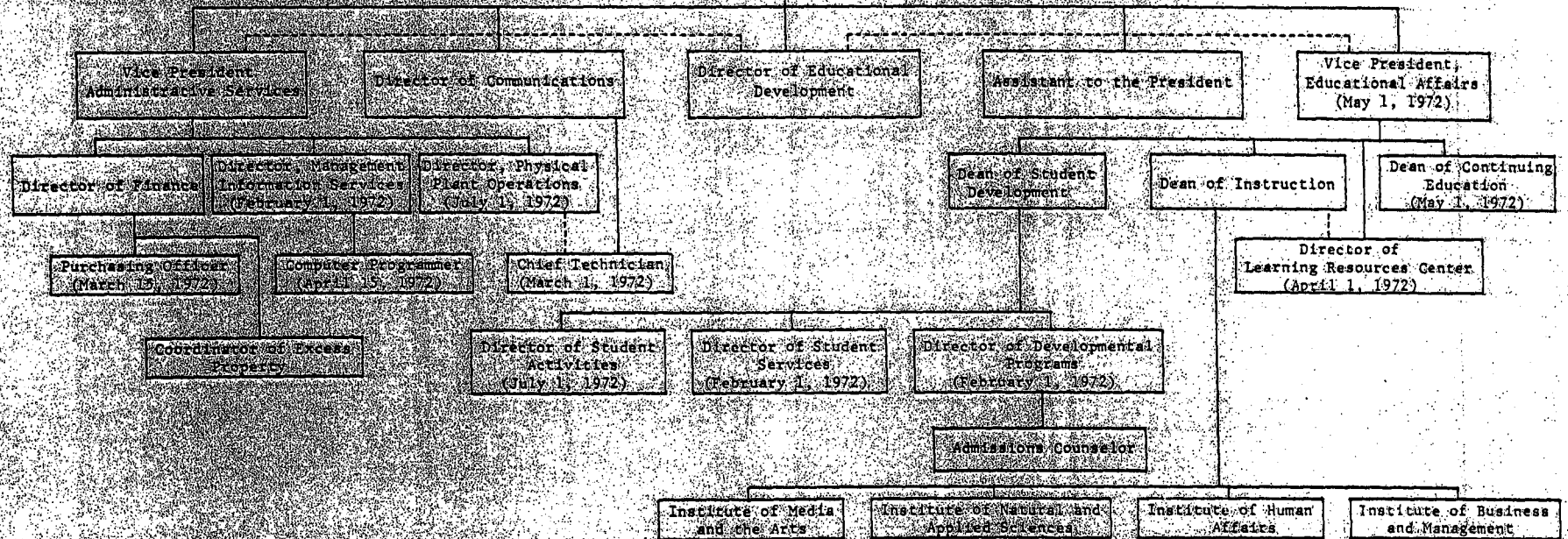
APPENDIX IV
Organizational Chart
South Oklahoma City Junior College

Planning Council:

President of the College
 Vice President, Administrative Services
 Vice President, Educational Affairs
 Dean of Instruction
 Dean, Institute of Student Development
 Dean, Institute for Continuing Education
 Director of Educational Development
 Director of Communications
 Assistant to the President



Contracted Services:
 Attorney
 Auditor
 Architect
 Construction Manager



Note: Solid lines indicate functional responsibility and accountability
 Broken lines indicate coordination and consultation
 Dates where they occur indicate when positions are to be filled

➔ read this !

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INTRODUCTION TO INTRODUCTION TO ENGINEERING

This is probably going to be your first course in engineering. Welcome! In this course you'll receive a taste of what engineering is all about. You'll have a chance to begin evaluating engineering as a career. Is it right for you? Are you right for it? How do you like it? The road that leads from where you are now to certification as a professional engineer is long and difficult--but it certainly has its rewards. So in the words of Davy Crockett, "Be always sure you're right--then go ahead."

***COURSE SUBJECT MATTER:** Basic techniques and tools used in engineering computation and analysis.

Techniques: Graphing, Units, Significant Figures, Dimensional Analysis, Statistics, Presentation of Engineering Calculations
Tools: Computers using FORTRAN IV Language, Calculation Devices (Calculator and/or Slide Rule)

*REQUIRED COURSE MATERIALS:

Engineering - An Introduction to a Creative Profession, George C. Beakley and H.W. Leach, Macmillan Co., New York, N.Y., 1977
Fortran IV Self Taught, Mario V. Farina, Prentice-Hall Inc., Englewood Cliffs, N.J., 1966
ENGR 1113 Learning Packet
Computational Device (Calculator and/or slide rule) capable of performing logarithmic and trigonometric operations
Graph Paper (Rectangular, Polar, and Logarithmic Coordinates)
Computer Coding Forms
Sharp pencils and a ruler

*EXPECTED BACKGROUND:

Mathematics: Basic familiarity with logarithms and trigonometry, concurrent enrollment in calculus.
Language: Ability to read, write, and speak the English language.

*COURSE ORGANIZATION: The course is organized into seven units or modules.

Each of the first six modules is divided into two parts, computer programming and engineering techniques. A problem which requires the use of both computers and engineering techniques will be assigned in each module. Also, six unit assessments will be administered. The seventh module consists of a special project which incorporates additional knowledge and the skills learned in previous units. In addition, you will be required to complete a Final Examination.

***COURSE REQUIREMENTS:** At the beginning of each module you will find a list of Unit Objectives. When you have satisfactorily completed all objectives for the unit, you will have earned credit for the unit. Course grading criteria are described below. You should be aware that for many beginning students, computer programming and engineering field projects are time consuming and frustrating. Be sure to allow yourself plenty of time to work on this course.


***LEVELS OF COMPETENCE:** The level of competence you achieve and the course grade you earn will depend on the quality and quantity of your performance.

MH - To earn a grade of MH you will complete all the objectives in Units I-VII. In addition, you will successfully complete the Mastery with Honors final examination. No test during the course may be taken more than two times. Also, written assignments will reflect professionalism with regard to content, neatness, and English composition (equivalent to Freshman Composition). Of the seven written assignments, at least five will be acceptable on first submission.

M - To earn a grade of M you will complete all the objectives in Units I-VI. In addition, you will successfully complete the Mastery final examination. No test during the course may be taken more than three times. Also, written assignments will reflect competence with regard to content, neatness, and English composition (equivalent to Freshman Composition). Of the six written assignments, at least three will be acceptable on first submission.

CR - THIS GRADE OPTION IS NOT AVAILABLE TO STUDENTS MAJORING IN ENGINEERING! To earn a grade of CR you will complete all the objectives in Units I-VI. In addition, you will successfully complete the Mastery final examination. No test during the course may be taken more than four times. Written assignments are not required, however, computer outputs for each program will be submitted.

***SOURCE OF CRITERIA:** The competency levels established for Introduction to Engineering are based on the professional judgment of the engineering faculty and reflect the goals of this Program Core Course.

Get your materials, get your brain in gear, and get going 

UNIT I

INTRODUCING COMPUTERS AND GRAPHING

Rationale

As an engineer doing design work you will use many tools and techniques to aid accuracy, precision, speed, and effective communication. One tool is the computer. You'll soon find that while a computer won't do your thinking for you, it will do masses of repetitive calculations accurately and quickly. Thus, it is an important tool for the engineer. The value of graphs cannot be overemphasized. Graphs provide an effective way of presenting information, displaying data, and showing relationships between variables. As such, it is important that you be able to construct and read graphs of many types. In this unit, then, you'll be introduced to computers and engineering graphs.

OBJECTIVES

- I.A. You will prepare a solution to a given engineering problem which requires programming, computer input/output, and graphing results. Acceptable performance will be indicated when you:
- a) Write a program to solve the problem utilizing a given format, sub routine, and JCL.
 - b) Make necessary measurements to develop a data deck.
 - c) Enter the computer and achieve a successful run.
 - d) Plot the results of the analysis on an acceptable engineering graph.

ASSIGNMENTS

Reading: FORTRAN - pages 1-20
 ENGINEERING - pages 214-219
 Homework: Assigned by Instructor
 Problem #1: Assigned by Instructor

PRE-TEST

- I.A. There is no pre-test for this objective. You will be assessed on your problem solution.

LEARNING ACTIVITIES

Let's begin by learning something about computers. Read Lesson 1 in your FORTRAN book. The material is straightforward, and you shouldn't have any trouble. Now let's try to get some understanding of how computers work.

A computer is composed of two kinds of parts--hardware (physical things you can touch), and software (conceptual things like ideas and information). Five components make up the hardware: Input (typewriter, CRT terminal, cards, tape, disk), Memory, Arithmetic, Logic/Control, and Output (typewriter, printer, cards, tape, disk). You'll be introduced to these components on your first visit to the computer facility. Software generally refers to the various types of programs (lists of instructions) which the computer uses: Administration, Compiler, Individual and Sub-routine.

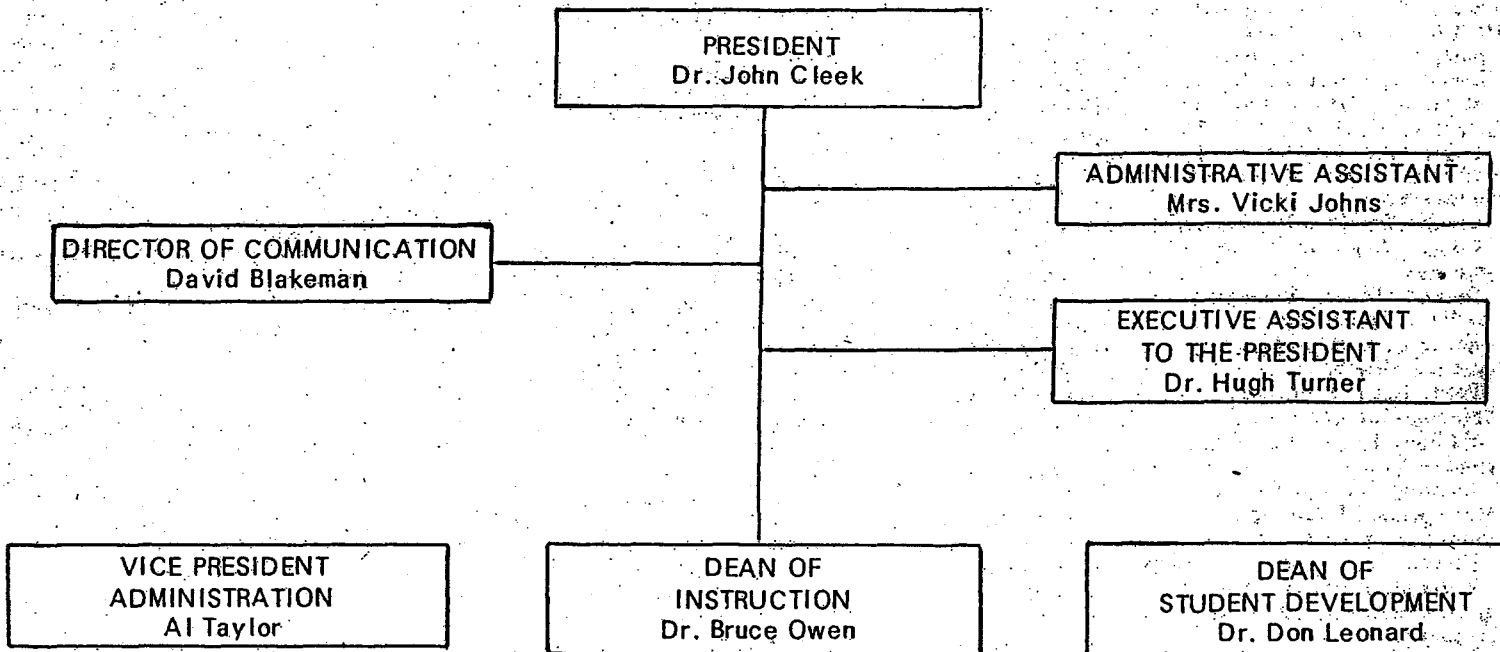
The function of each component is important and you should learn these:

- INPUT** - Communication with the computer, i.e. feed in instructions and data.
MEMORY - Storage of instructions, data, and computed values.
ARITHMETIC - Add, subtract, etc.
LOGIC/CONTROL - Decision making and control, i.e. if $A > B$, go to instruction 31.

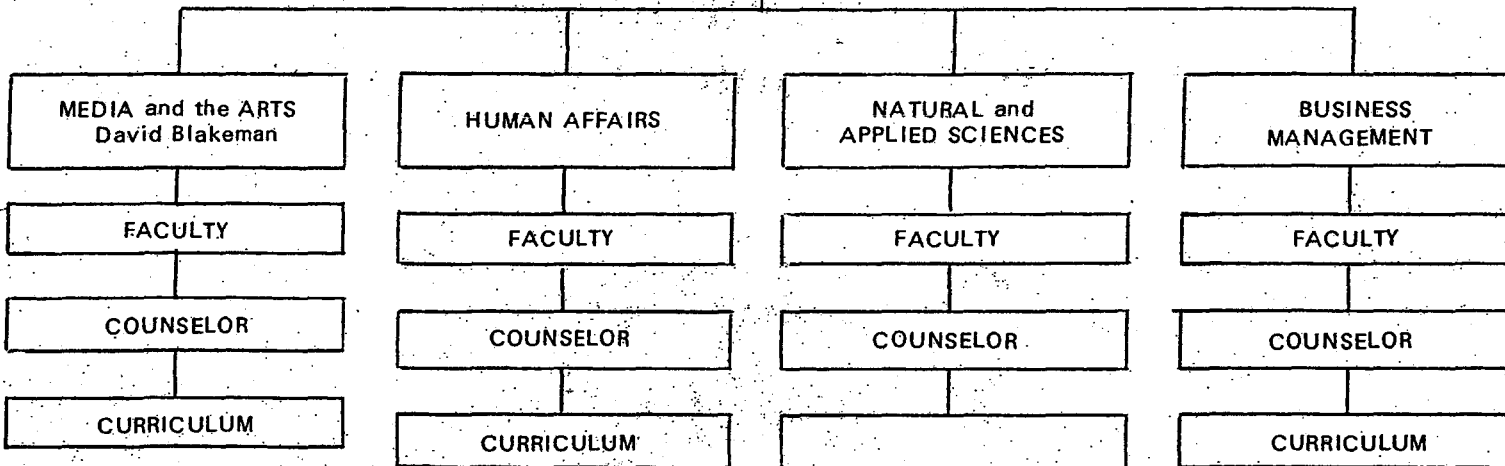
APPENDIX J
ORGANIZATIONAL CHART
AND
LIST OF ORIGINAL ADMINISTRATORS, FACULTY AND STAFF

Organization chart

Administration



Academic



Art Today
 Art Technology
 Basic Drawing
 Radio Production
 Photo Journalism
 News Writing
 Language Arts Review
 Oral-Written Composition
 Interpersonal Persp.
 Speech Activity
 French
 Spanish
 Intro. to Literature
 Readings
 Music Fundamentals
 Chorus
 Elements of Theatre
 Production Workshop

American Federal Government
 Intro. Public Admin.
 In Search of America
 Oklahoma, Land of the Red Man
 Beginning Tennis
 Volleyball
 Beginning Swimming
 Intro. to Psychology
 Intro. to Sociology
 Social Problems

Fundamental Biological Concepts
 General Biology
 Human Anatomy-Physiology
 Basic Chemistry
 Chem. for non-science
 General Chemistry
 Engineering Drawing
 Fundamentals of Electricity
 Intro. to Electronics
 Foundations of Math
 Math, Humanistic Approach
 Intermediate Algebra

Health Related Careers
 Health in Contemporary Society
 EMT practicum. (para medic)
 Intro. to OT-RT

Accounting
 Intro. American Business
 Typing
 Shorthand
 Business Communications
 Intro. to Computers
 Math for Business

Robert Allen, Biology
Dennis Anderson, Biology
Marilyn Anderson, Graphic art
David Archer, Music
Lynn Bales, Program Director/Health Related Careers
Leroy Ball, Chemistry
Elizabeth Benedict, Language
David Blakeman, Program Director/Media and the arts
John Cain, Mathematics
Garry Charter, Communications/Drama
John Cleek, President
Mary Sue Counts, Secretarial Sciences
Diana Denton, EMT
Larry Edwards, Political Science/History
Ruth Ford, Secretarial Sciences/Medical/Legal
Roger Hadley, Communications/Speech
Elwyn Hastings, Director/Management Information Systems
Sue Hinton, Communications
Reid Holland, Assist. Program Director/ Human Affairs/History
Glen Howard, Coord. Federal Programs
Lynn Jenkins, Photography/Broadcast Journalism/ Drafting
Vicki Johns, Assist. To the President/Secretarial Sciences
Dale Johnson, Director/Learning Resource Center
Jean Jones, Supervisor/Admissions & Registrations
Thomas Jones, Art
Wayne Jones, Student Development Specialist
Steven Kamm, Physical and Biological Sciences
Charles Kennamer, Chief Engineer/Media Production Center
Gordon Kilpatrick, Director/Educational Development/Chemistry
Bob Klassen, Student Development Specialist/Mathematics
Don Leonard, Dean-Student Development/ Program Manager/Human Affairs
Gary Lombard, Director-Student Activities
Eugene Maples, Electronics/Engineering/Physics
Wayne Martin, Computer Programmer
Ray McCullar, History
Germaine McCurdy, Student Development Specialist
Lester Miller, Business Management/ Economics
Harry Mitchell, Business Management
Mary North, Occupational Recreational Therapy
Bruce Owen, Dean-Instruction/Communications
Fred Pearman, Psychology
Gus Pekara, Mathematics/Science
Robert Poole, Basic Skills/Reading-English
Dixie Roberson, Basic Skills/ Counseling-Reading
Sheryl Rollins, Librarian

Donald Rose, Communications/ Literature/Student Development Specialist
Richard Rouillard, Communications/Literature
Charles Sapp, Social Sciences/Coordinator-Cooperative Education Programs
John Sausins, Business/Director-Finance
Thomas Schmidt, Communications/Drama
Joel Swofford, Director-Purchasing
Al Taylor, Administrative Vice President
Robert Todd, Program Manager/ Business Management and Natural & Applied Sciences
Fred Trapp, Political Science
Hugh Turner, Executive Assistant to the President/Political Science/Management
Leon Wall, Student Development Specialist/Director-Continuing Education
Lance Ward, Photo Journalism/News Writing
Karen Snyder Wilson, Communications
Carolyn Aleman
Kathy Bagley, Counselor
Mary Cole
Marlene Deweese, Typist
Zandra Dortch
Rebecca Foster, Assistant
Connie Gardner
Anita Gipson, Supervisor-Typing Pool
James Gray
Madge Hall
Karen Jones
Betty Ann Klassen
Arnold Marshall, Plant Superintendent
Rene Marshall, Receptionist
Mary McDown, Counselor
Mary Jo Mitchell
Almarie Owen
Linda Patnode
Shelley Raynes
Marshall Smith, Counselor
Jackie Taylor, Bookstore Manager
Donna Thorp, Accountant-Payroll
Joy Lynn Weisel

APPENDIX K

ROSTER OF FIRST ADMITTED STUDENTS

Deborah Jane Barker
Keith Barnes
Deborah Diane Britton
Harriet Brown
Ricky Burtiner
Glenn Cameron
Neal Cassell
Cynthia Cox
Robert Corcoran
Penny Diane Crews
Marva Lynn Dement
Mary Depute
Barbara Dill
Ollen Brooks Dodd
Linda Green Dorsey
Barbara Edwards
Johnny Ray Evans
Debra Fulton
Davis Greenwell
Steve Hartley
Robin Andrew Hood
Lynn Horne
John Howell
Mary Sue Johnson
Renee Keen
Pamela Kaye Lawson
Julie McIntosh
Janell McKinley
Roy Mavabb
Patricia Ann MenNe
Catherine Paulk
Linda Rusche
Shelley Ann Raynes
Anita Jayne Ren
Vicky Kay Riley
Fidella Roberta Russell
Barbara Rychlee
Barbara Sain
Rhonda Schuermann
Angela Seabourne
Carol Ann Shobert
Ann Smith
Stanley Smith
Roscoe Sweeney
James Stephan Talkington

Ricky Dane Turner
Robert Williamson
Jerry Woodie
Bonita Melton
Janet Kay Vaughn
Javne Kay Dalton
Marcie Vave Jones
JoAnn Rice
Pamela Ray Williams
Katherine Brooks
Michael Carroll
Richard Cupil
Charles Hladik
Larry Scott
Gerald Dale Wilson
Lawrence Bigbee

VITA

Molly Henderson

Candidate for the Degree of

Doctor of Education

Dissertation: CREATING A COMMUNITY COLLEGE: SOUTH OKLAHOMA CITY JUNIOR COLLEGE, A CASE STUDY

Major Field: Higher Education Administration

Biographical:

Education: Graduated from Blanchard High in Blanchard, Oklahoma in 1987, attended University of Science and Arts of Oklahoma (USAO) and received a B.A. in Communications in May, 1993; attended the University of Central Oklahoma (UCO) in Edmond Oklahoma and received a M.A. in Political Science in May, 1996. Completed the Requirements for the Doctorate of Education degree at Oklahoma State University in May, 2006

Experience: Began education career as a graduate assistant and adjunct instructor during graduate program at the UCO. Accepted position as High School and College Relations Representative at USAO and then moved to Oklahoma City Community College as Coordinator-Community Outreach, promoted to an administrative position as Coordinator- Cooperative Technical Education, and again promoted to an administrator of technical/occupational associate programs as the Director- Cooperative Technical Education and still occasionally serve as an Adjunct Instructor

Professional Memberships: National Tech Prep Association, American Career and Technical Educators, Oklahoma Association of Community Colleges, American Association of Community Colleges, Higher Learning Commission

Name: Molly Henderson

Date of Degree: May, 2006

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: CREATING A COMMUNITY COLLEGE: SOUTH OKALHOMA CITY JUNIOR COLLEGE, A CASE STUDY

Pages in Study: 221

Major Field: Higher Education Administration

Scope and Method of Study: This study provides a historical record of legislation used and basic components developed to implement a two-year institution in Oklahoma. Information concerning the creation of South Oklahoma City Junior College, now Oklahoma City Community College, is the basis of the case study. Pertinent legislative initiatives are highlighted as well and the events and individuals responsible for the development and implementation of the institutions. Historical data was collection from document analysis and personal interviews. Presentation of information is in chronological and thematic format. Components cover four basic areas: legislation, funding, facilities and land, and academic plan.

Findings and Conclusions: Findings documented the use of progressive legislative initiatives and unconventional funding options to implement the institution. The community involvement with the development of the institution provided a strong leadership foundation for the new institution to grow. The design of facilities provided flexibility to change as construction progressed, and used a new pre-cast system of walls and support beams to expedite construction of the faculties in a condensed period. The academic format was an independently paced instructional format with a non-punitive grade scale, uncommon to Oklahoma higher education.

A brief analysis using the six-assumptions of the structural/bureaucratic frame defined by Bolman & Deal (2003) was provided. The study's findings presented in chronological format allow the researcher to look at the data systematically and connect patterns or themes associated with the assumptions of the structural frame. Examples provided in the analysis illustrate SOCJC achievement of large-scale tasks by systematically and rationally completing the steps of developing and implementing a public two-year institution in Oklahoma. Although the institution prides itself on being unique and progressive, the underlying elements of the institution are traditional and structured.

ADVISOR'S APPROVAL: Dr. Kenneth Stern