Chapter 6

Criterion Five

Resources, Planning,

Institutional Effectiveness

Criterion Five Committee

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Criterion Five: Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5. A.   The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Carl Albert State College's (CASC) resources, structures and processes are sufficient to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities. CASC, as a member institution of the Oklahoma System of Higher Education under the Oklahoma State Regents for Higher Education (OSRHE) since 1973, is provided state appropriated funding through the OSRHE; however, total funding is derived from a number of sources: state appropriations, revolving funds, federal grants, student financial aid, auxiliary operations, and capital funds.

The CASC Development Foundation also provides funding to the college. The foundation provides professorships for faculty, allowing them to have training, equipment, and/or cultural experiences to improve instruction. The foundation's Scholars Program and other scholarships are significant to the campus. The foundation also has constructed 7 student housing units through private funding sources.

Although state funding has decreased over the last few years, CASC has effectively managed its fiscal resources. CASC receives approximately 55% of its budget needs through allocations from the state. Of the 25 state higher education institutions receiving state funding, CASC ranks 21st in the amount of annual appropriations received. Other colleges receive up to 107% of their annual budget needs. This inequity in funding requires prudent fiscal management. Through careful management of limited resources, CASC has been able to maintain the lowest tuition in the state thereby providing students an affordable higher education option. According to information on *The Chronicle of Higher Education's* website, CASC is the most efficient college in Oklahoma in that the college produces graduates at a lower cost to the state than any other state institution (5.A.1). In 2012, it cost CASC $27,441 to produce a two-year graduate. Other two-year institutions in the state cost as much as $62,339 to graduate a student. These statistics underscore the college's ability to efficiently manage its resources in its mission to provide an accessible, affordable, exceptional education to area students.

The college received $507,059 in federal stimulus funds for fiscal year 2009-10 and $440,740 for fiscal year 2010-11. These funds provided temporary relief for diminishing state appropriations. During these same years, CASC was able to minimize tuition and fee increases to 0% in fiscal year 2009-10 and approximately 5% in fiscal year 2010-11. CASC maintains a healthy reserve fund by keeping expenditures lower than revenues.

Implementation of measures such as more economical copier contracts, a more affordable administrative operating software contract, and decreased travel expenditures have helped the college build this reserve fund over the years.

Additionally, CASC receives capital funding from the state through Section 13 Offset Funds (the revenue from each Section 13 land and minerals in each township in Oklahoma) that are designated for capital expenditures. These funds are appropriated by OSRHE separately from the college's general operating funds and are available for capital needs.

5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Financial Resources

CASC uses a variety of funding streams to provide fiscal support for college operations. Development of multiple funding sources has allowed the college to become less reliant on a single source.

Sources of funding for CASC are listed below:
- State appropriated funds – State funds are appropriated by the State Legislature in a lump sum, and OSRHE disperses these funds to individual institutions based on enrollment, anticipated financial need, and academic programming that is inserted into a funding formula (5.A.2). A budget need is developed using a "peer factor" and average standard program cost for each tier of institutions in the state system, coupled with estimated enrollment. The "peer factor" is derived from a study of the funding patterns of similar institutions within the state. When the appropriation is made to higher education by the state government, the budget need developed for each institution is used as the basis for the allocation of actual state dollars. As previously stated, OSRHE provides funding for approximately 55% of CASC's budget need. Proposed changes to the state funding formula include the current base allocation for each institution, removal of the peer factor, and inclusion of a small incentive for improving retention and graduation rates from year to year.

- Revolving fund income – Tuition, fees, and charges for various services make up the bulk of the revolving fund income; however, also included are federal indirect cost reimbursements. This income is produced directly by college operations and is included, to the extent deemed prudent by CASC administration, in the Part I E & G budget (5.A.3). Unexpended balances are carried forward as reserve funds and may be added to the budget as needed in subsequent years.

- Federal grants – These grants are generally received through the U. S. Department of Education and are obtained through application to program offices responsible for particular grants. CASC currently has a number of such programs in operation. The grant funds make a significant impact on the CASC budget through the 8% indirect cost that CASC receives for administering the programs (5.A.4). The funds are drawn as needed and directly deposited into appropriate CASC accounts.
  The following list contains names of recent grants, years in which the grants are active, and the monetary amount received from the grant:

Name of Grant	Years	Grant Amount
Student Support Services	2010-2015	$ 860,106
Upward Bound-North	2012-2017	$1,310,000
Upward Bound-South	2012-2017	$2,205,000
Upward Bound Math Science	2008-2012*	$1,176,600
Title III	2009-2014	$1,154,736
Talent Search-North	2011-2016	$ 920,000
Talent Search-South	2012-2017	$1,533,760
Education Opportunities Center	2011-2016	$2,479,605

*Updated award information unavailable at publication date
- State grants – CASC receives state-funded grant programs such as Power I and Scholars for Excellence. These grants are intended to aid disadvantaged students in higher education pursuits. While most of the funding provided is for operation of grant objectives, the college does receive some compensation through indirect costs. The Oklahoma Department of Human Services has selected Carl Albert State College to administer funds for a state assessment program that provides skill evaluation, job testing, and job placement advice for low income/unemployed residents of the state. With an annual budget of approximately $2,610,000, this grant provides a significant amount of indirect cost revenue to the college.

- Auxiliary operations – The budgets that exist within this auxiliary fund are approved by the CASC Board of Regents. The CASC bookstore, food service, student activity fees, student facility fees, student housing, student events, and some contract operations provide the large majority of income to this auxiliary fund, which is designated Fund 708.

The contract operations include the management of the Robert S. Kerr Hotel and Conference Center on behalf of the OSRHE and operation of the state assessment grant through the Department of Human Services.

The student activity fee and the student facility fee accounted for in Fund 708 are requested by CASC with the approval of the CASC Board of Regents. As with all requests for changes in tuition and fees, the Student Government Association (SGA) is solicited for input. The request then goes to the local governing board and OSRHE for approval. If approved, state regents submit the request to the Oklahoma Legislature where final approval is given and an effective date is established. Funds from these types of fees are used to improve facilities and offer student activities that are designed to enhance the overall student experience at CASC.

- Capital funds – These funds are generally received from the Oklahoma Legislature from the proceeds of a bond issue. Funds received by CASC from these issues are primarily used for building construction and expansion. A regular annual source of capital funds is the Section 13 Offset Funds appropriated by the legislature and distributed by OSRHE.

Personnel

During the spring semester of 2011, CASC employed 337 persons on a full-time or part-time basis as faculty, professional, or classified employees. This included 55 full-time instructors, 70 part-time instructors, 86 support staff, 32 full-time clerks, 73 adjuncts, 1 part-time administrative assistant, 6 part-time support staff, 13 part-time clerks, and 1 full-time skilled craftsman. All full-time employees of the college are employed under a year-to-year contract with the approval of the CASC Board of Regents. Adjunct faculty are under a contract for each course taught and are compensated on a credit-hour basis; they receive none of the benefits that full-time employees receive. Part-time faculty are professional staff who teach a course or courses during a semester. They are compensated on an overload basis.

Professional faculty or staff serve as department heads, directors of programs or auxiliary operations, and/or technical or program support personnel. Primary duties of this employee group involve specialized tasks that play an integral part in the day-to-day operations of the college. These members play a critical role in ensuring student success at CASC and orienting and preparing persons for college studies.

Faculty strive to provide students educational experiences of exceptional quality and to foster student success. The primary responsibility of faculty is classroom teaching. Other duties include student consultation, advising, and committee service. Full-time instructors are expected to teach 6 to 15 semester-hours per semester. Faculty teaching fewer than 15 hours per semester have been assigned other responsibilities such as division chair, athletic director, or coach.

Regardless of their teaching load, all full-time instructors are required to maintain 12 office hours per week. Instructors may teach during the summer semester or the interim session. Classes taught at that time are paid on an overload basis.

The classified staff category includes clerical and secretarial employees, food service, maintenance, and workers. Classified staff provide services which help achieve accessibility by providing student services to meet student needs in an efficient, effective, and economical manner.

During the fall semester of 2010, CASC employed 40 hourly employees, 42 institutional work-study students, and 103 federal work-study students. Hourly employees carry out various jobs around campus, such as providing maintenance, grounds-keeping, food-services, support staff, auxiliary services, and running the bookstore. Work-study students assist faculty by grading papers, entering grades, filing and organization, and maintaining offices. Work-study students also assist the janitorial staff, food services staff, and other staff around campus.

Average enrollment for the fall and spring semesters is 2,500 full-time students, and the summer semesters average between 948 and 999. CASC offers a low student-to-teacher ratio with an average of one faculty member to every 17 students.

Physical

The physical plant is responsible for maintaining a campus environment that supports the college's educational objectives. The morale of faculty, staff, students, and community is directly affected by the surroundings in which they live, work, and study. The physical appearance of the campus contributes to the overall educational experience of students.

The director of the physical plant manages the department with the aid of an assistant and limited staff. The director reports to the assistant to the president and oversees the day-to-day operations and maintenance of buildings and grounds.

The physical plant consists of three divisions: construction, maintenance, and housekeeping. The construction division consists of three full-time employees and has additional help through the student work-study program. The construction division uses outside contractors in areas where projects are beyond the scope of the CASC crew or where special areas of the construction trade are required. Outside architectural firms design the major constructions and renovation projects. The maintenance division consists of three full-time employees and uses student work-study workers. This division oversees the day-to-day operations of the grounds, facilities, and auto fleet. The housekeeping division consists of four full-time employees and also uses services of student workers. This division provides the day-to-day cleaning and sanitation services to all CASC facilities.

CASC has 236,541 square feet of classroom space. This includes the 2011 completion of the 30,614 square-foot Deanna J. Reed Science and Math Center which contains state of the art laboratory spaces as well as classroom technology. In 2007, major renovations were completed on the Joe E. White Library, making this centrally-located facility an outstanding resource for staff and students. The George E. Ollie Center for Academic Excellence was completed in 2006 and provided 37,466 square feet of attractive and technologically advanced classrooms.

The college recognizes the need for student housing and provides 58,654 square feet of dormitory space to accommodate 326 residential students (5.A.5). Dorm rooms are placed on a rotation for updates to paint, carpeting, and fixtures in order to keep them attractive and inviting for students. The dorms house on-campus summer camp participants, providing an opportunity for non-students to experience campus living. The Costner-Balentine Student Center houses the cafeteria, bookstore, and exercise facility for student and community use.

The Sallisaw campus has 63,169 square feet of classroom, library, and office space. The most recent addition to facilities at Sallisaw was the 2007 completion of the Deloris O'Guin Mitchell Library and adjoining classrooms and office spaces. Expansion of Sallisaw facilities has been spurred by continued enrollment growth on this campus.

The colleges' governing board has purchased additional land at both campus locations.

Technology

The Office of Telecommunications and Information Systems is charged with planning, development, and daily operations of CASC technology in addition to employee training concerning matters of information technology. The office has six full-time employees and one part-time employee with each employee focused on a specific area. Titles within the department include the Director of Information Technology, Network Administrator, Report Writer, Information Technology Support Specialist, Jenzabar Support Specialist, and Information Technology Support Specialist. The Director of Information Technology reports directly to the President. $1,736,347 provided in the fall of 2009 by a 5-year Title III Strengthening Institutions of Higher Learning grant affords significant impact of campus technology (5.A.6). The grant allows the CASC campus to provide students with up to date multi-media equipment including SMARTboards, distance learning rooms, and access to laptop and desktop computers.

CASC technology has changed dramatically as technology has increasingly infiltrated every aspect of campus life. The obligation for technology services, network connectivity, operating systems, and hardware has developed at an ever increasing pace. Faculty, staff, and students expect more socially oriented technological services, greater access to network and information resources, and

increased diversity of support.   Information technology has moved from being a device for the technologically gifted to a basic necessity for everyone on campus. Technology has entered the mainstream of the CASC employee culture.

The following provides an update on the technology capabilities of the CASC Campus Network:

The State of Oklahoma has recently received a Broadband Technology Opportunities Program (BTOP) grant to provide high-speed Internet into rural communities across the state. OneNet (www.onenet.net), a statewide network connecting most public schools, colleges, career techs, courthouses, and other Oklahoma public entities is currently in charge of the project. Project completion is due by the end of 2013. OneNet has selected CASC to be an anchor institution which will supply Poteau and Sallisaw campuses with access to a 10 gigabyte backbone.   All buildings on the Poteau campus are interconnected with fiber optic cable which allows CASC to take full advantage of the BTOP grant opportunity. Presently, CASC shares 2 DS3 connections to OneNet. CASC is currently limited in its options for off-site backups due to the heavy traffic that is consuming the current shared bandwidth. The institution cannot at this time perform backups of document imaging files from Admissions and Financial Aid due to the large amount bandwidth these backups will consume.

CASC's current fiber optic backbone runs at a speed of 1 Gigabit per second (Gbps). The connections to the personal computers (PC's) are all 100 Megabits per second (Mbps) courtesy of network switches. The campus is currently in the process of updating 5 core switches to 10 GB capacity, and plans to upgrade peripheral switches to at least 1 GB to desktop systems.

Faculty and Staff Technology Resources

All CASC faculty and staff have access to personal computers and printers. All permanent offices are wired with fiber optic lines and have access to the CASC intranet and the Internet through the CASC and OneNet system. CASC currently provides wireless access to employees and students throughout the entire campus. All CASC staff have access to the Vikeconnect portal to view payroll check stubs, deduction information, tax information, position information, training materials, and forms. There is no current time card function or access to W2s in Vikeconnect for CASC employees. Vikeconnect also provides faculty tools for course roster, course roster certification, add/drop students, and grade entry but does not currently allow faculty to track students' academic progress.

CASC has recently renewed its Blackboard Learning Management System software to expand online course management access to all CASC faculty.

Blackboard can now be accessed by traditional class instructors to provide syllabus, course materials, and communication tools. Blackboard allows CASC to offer online courses and degrees to students who prefer or need to take non-traditional college courses.

CASC also provides online helpdesk support to all faculty and staff through an open source helpdesk software, OS Ticket. Links to OS Ticket are located on the CASC website and portal. OS Ticket allows the user to create a unique ticket ID that is assigned to a specific information technology support person. When the support ticket is completed, the helpdesk support team receives an email notification that a new support ticket has been created. Currently, the software does not allow the ticket initiator to receive automatic ticket updates, and support is provided only during working days and hours.

Student Technology Resources

Students have benefited significantly from expansion of technology across the CASC campus. Presently, the campus houses 414 computers for student access. Computer lab usage is measured to determine when additional computer resources should be allocated for student usage.

System Location	System Type	# of Systems
Testing Center	Dell Optiplex GX620	7
Joe E. White Library (Poteau)	Dell Optiplex 980, Dell Latitude E5500, Dell Optiplex 755	41
Delores O'Guin Mitchell Library (Sallisaw)	Dell Optiplex GX 620 P4, Dell Optiplex GX620	22
Radiography Lab	Dell OptiPlex 960	7
Health Science Lab	Dell Optiplex 745, Dell Optiplex 960	25
BC 831 Lab	Dell Optiplex 990 DT	29
BC 832 Lab	Dell Optiplex GX 280, Dell Optiplex 980	41
BC 833 Lab	Dell Optiplex 330	28
OC Apple Lab	APPLE IMAC 21.5'	20
Tutorial Center Lab	Dell Optiplex GX620	7
OC 1321	Dell Optiplex 960	25
OC 1320	Dell Optiplex 980	26
SC 8011	Dell Optiplex 755	22
SC 8012	Dell Optiplex 745/755/756	17
Sallisaw Lab	Dell Optiplex 960	21
Poteau Multi-Media/DL	Dell Optiplex 980DT	44
Sallisaw Multi-Media/DL	Dell Optiplex 745	12
Title 3 student Computers	1 INSPIRON 15R	20
	TOTAL	414

Multimedia Classrooms

There are currently 59 CASC classrooms that have been converted into multimedia classrooms. CASC has 59 LCD projector-based multimedia classrooms. Each of these classrooms has a ceiling mounted LCD projector, wall mounted screen, document camera, DVD player, computer, and smart pad control system. All multimedia classrooms give instructors the ability to demonstrate computer-based software such PowerPoint and the Internet to provide a classroom view of documents or 3-D objects, and to show DVDs during classroom presentations. There are currently 6 classrooms using SMARTboard technology.

Distance Learning Resources

CASC has 5 ITV distance learning classrooms and 2 portable videoconferencing units. Each of the classrooms has push-to-talk student microphones, microphone mixers, echo canceller, 4 monitors, instructor camera, instructor microphones, student camera, document stand, DVD player, presentation computer, and control unit.

Classrooms are H.323 (videoconferencing over Internet Protocol) compressed standard sites. These classrooms are used to share classes between the Poteau and Sallisaw campuses, to share classes with sister institutions, and to send classes to area high schools. CASC recently acquired 2 Tandberg Dl units and 1 mobile Tandberg Dl unit for the Poteau campus. The units were purchased through a consortium Rural Utilities Service (RUS) grant in 2010. In 2012, CASC received 2 Tandberg Dl real time videoconferencing units and 1 mobile Tandberg Dl unit to be installed at the Sallisaw campus. Purchase is through a consortium RUS grant. The Tandberg state of the art D1 units will allow CASC to provide a wider range of pedagogical technology for faculty.

CASC offers over 135 web-based distance learning classes per semester in the Blackboard Learning Management System hosted through OneNet (http://www.web.carlalbert.edu/). CASC has currently upgraded Blackboard LMS to an unlimited license. The upgrade allows students and instructors to access and upload content and to communicate via social networking tools for on-campus courses.

The CASC campus maintains 15 course-specific computer laboratories. All stations in the course-specific labs have Internet access as well as access to any application software taught on campus. In addition to these course laboratories, 55 research stations in the libraries provide student access to the Internet as well as access to online library resources. The laboratories are open during the day 5 days per week throughout the year. The Internet has provided a flexible, almost ubiquitous, channel to present course material to students.

Employee Technology Training

With a continually changing technology infrastructure, faculty and staff are offered ongoing training. Faculty and staff have over 48 staff development courses from which to choose, and these courses are offered multiple times through the semester. The following are examples of training courses offered on campus either through training sessions or online:

- Introduction to Blackboard
- Using Web Course Communication Tools
- Using Enterprise Resource Planning (ERP) system and Vikeconnect portal
- PowerPoint 2010
- Excel 2010
- Word 2010

CASC does not currently offer regularly scheduled training due to lack of human resources. TIS is currently planning to begin offering regular training through monthly newsletter tips and tricks, online courses, and Henri's Corner, which will be an online training resource and social networking site to answer important user application questions.

5.A.2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to any superordinate entity.

As a state institution, all of CASC's revenue goes into providing students with quality education to ensure their success. The President and governing board focus on programming and facility improvements when making spending decisions. Their goal is to provide the best educational experiences and learning environment possible for students and to ensure the institution fulfills its mission through ethical practices and allocations. Auxiliary revenue is used to provide programming not covered through educational and general funds and state appropriations. As a not-for-profit agency, the college distributes no monies through profit-sharing or stockholder payments.

5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Allocation of resources at CASC aligns with the institution's mission of providing affordable and accessible educational experiences of exceptional quality. Student success is at the forefront of all resource determinations. Plans for resource allocation encompass both short-term and long-range objectives. All departments and academic divisions participate in long-range planning through development of the institution's 5-year plan (5.A.7). Additionally, annual budget meetings among the President, Vice President for Business Operations, and appropriate division chairs and department heads provide an opportunity to align resource allocations to departmental goals. During these meetings,

faculty and staff can elaborate on opportunities and concerns as they pertain to resource allocations (5.A.8 and 5.A.9).

Classroom space and technology is assessed regularly to ensure CASC is providing students the best possible learning environment and providing faculty with updated teaching tools. Outside revenue sources, such as the Title III grant, are sought when possible to enhance the ability to offer the highest quality of instructional technology possible. Through the use of these funds, classrooms across both campuses have received substantial upgrades in technology for use by both students and faculty. The new Deanna J. Reed Science and Math Center provides students attending class on the Poteau campus the opportunity to experience instruction of natural sciences and mathematics in a state-of-the art facility. Library facilities on both campuses have been constructed or remodeled to enhance student learning. Dorm rooms are kept as clean and updated as possible in order to provide an attractive and comfortable study and living environment for residential students. An existing house adjacent to the college was recently purchased to provide students a space for socializing and building their CASC network of friends. Planning for continued growth and educational opportunities requires the commitment of all CASC faculty and staff.

## 5.A.4. The institution's staff in all areas are appropriately qualified and trained.

CASC recruits faculty and staff with the highest qualifications possible. The college's dedication to highly qualified personnel is apparent in its commitment to furthering employee education through ongoing training and continuing education. CASC supports employees in pursuing higher degrees by granting tuition waivers for classes taken at CASC and providing grade reimbursements for classes taken toward a bachelor's or master's degree at another institution (5.A.10). During fiscal year 2012, 23 employees participated in the college's incentive program for attaining bachelor and master's degrees.

Support for doctoral work is offered through full tuition and fee payment from the college upon approval from the board of regents. Four individuals were pursuing doctoral degrees during fiscal year 2012.

Faculty may apply for endowed professorships that provide funding for continued learning in their area of expertise. These professorships are funded jointly by the CASC Development Foundation and OSRHE. Faculty have used these endowed professorships to increase classroom technology and subject-area skills and knowledge that directly contribute to students' success in the classroom and in their careers. Some of the professorships have been used to take students to conferences in their area of study to further their knowledge while preparing them for careers in the field. The knowledge gained from such intensive study is brought back to the classroom to enhance student learning.

The CASC Title III grant has provided faculty with technology to enhance the classroom experience. Training on computers, multi-media equipment, and SMARTboards was conducted to ensure faculty are able to fully utilize the equipment. As a follow-up, the

Title III staff conducted a survey to assess faculty confidence with using the new technology (5.A.11). Survey results are displayed in the following graph:
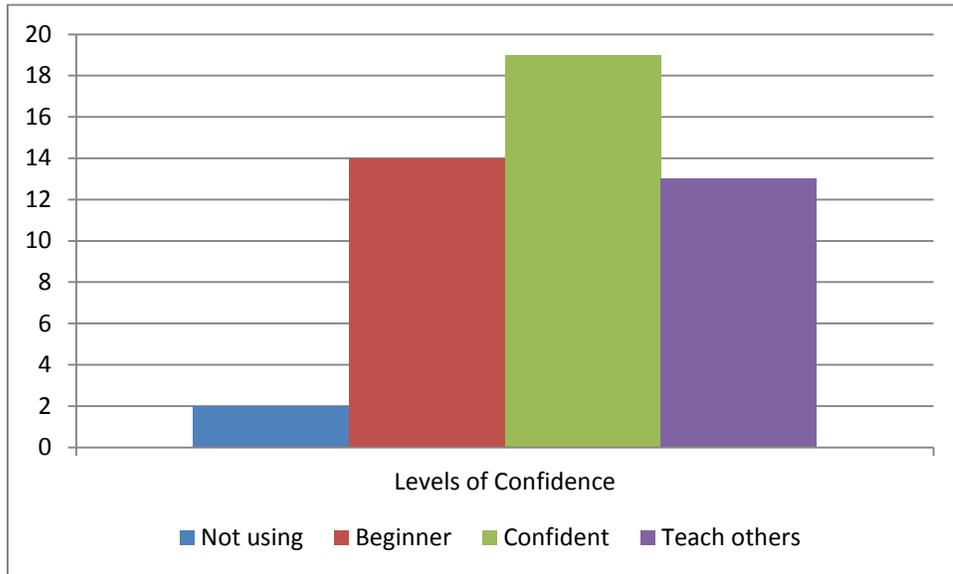
Results indicate that many faculty are confident with their technology skills, but training is needed to bring those not using technology and the beginning users to a higher level of usage and confidence.

5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Staff and faculty attempt to ensure education is of exceptional quality and is accessible by determining students' needs and wants. Because they work closely with the students, staff and faculty are most important in determining students' needs and wants. Faculty and staff are able to set priorities for needs based on what will most directly improve learning and overall educational experiences for students. The President, Vice President of Academic Affairs, and Vice President for Business Operations determine how to meet those needs in a way that will maximize funding within the budget to provide students a quality education at an affordable price.

The process of allocation of resources begins with the staff and faculty. By working directly with the students, they are able to determine needs and which of those needs will most improve educational experiences for the students. Staff and faculty and discuss and determine needs priorities with division chairs. For example, the Business and Technology division sets priorities for funding requests made by faculty based on direct benefit to the students' learning experiences. Division chairs then take their requests to the Vice President for Business Operations and Vice President of Academic Affairs at budget meetings. The Vice Presidents then takes these requests to the President. The group discusses these requests to determine how to financially fulfill the funding priorities. CASC also responds to funding requests arising after budgets have been

completed, and both the Vice President of Academic Affairs and the Vice President for Business Operations have been responsive to emergency needs.

Based on recommendations and input from meetings with faculty and division chairs, the President and Vice President for Business Operations determine how much money each department is allocated. Historical budgets and expenditures, along with future projections, are taken into account when these allocations are made. They also consider where spending will most directly impact students' educational experiences.
Expenses are monitored monthly by department and division supervisors. In addition, the President and Vice President for Business Operations review the monthly financial reports in order to monitor expenses. During 2011, an electronic requisition process was put in place which requires all requests for purchases be electronically matched against available budget funds before purchases are made.

5.A. Strengths:

- CASC provides continuing education opportunities for all employees.

- CASC maintains a low faculty-to-student ratio.

- CASC instructors use technology to enhance the learning experience.

- Careful and prudent campus-wide management of college funds has resulted in a strong reserve fund for educational and general activities.

- Strong fiscal management has allowed CASC to maintain the lowest tuition and fees in the state, ensuring students have an affordable educational option.

- Annual external audits and ongoing internal audits provide assurance of accurate and reliable accounting, and consistent findings of no material weaknesses are indicative of an attentive business office staff.

- A strong CASC Development Foundation provides faculty professorships, student scholarships, and construction funds for the college.

- A growing student enrollment on both campuses provides additional operating funds through tuition and fees.

- Successfully competing in grant competitions has provided additional operating dollars through indirect costs and monies directly earmarked for increasing institutional effectiveness.

5.A. Concerns:

- CASC continues to face a large disparity between its funding needs and allocations from the state.

- Instructors need more time to learn to more fully use technology in their classrooms as indicated on the Title III Instructor Technology Survey.

- Ongoing computer training for CASC is difficult due to lack of human resources.

5.A. Recommendations:

- The institution will need to continue to seek outside sources of funding while making spending decisions that most effectively support the college's mission.

- Title III staff, in conjunction with the CASC information technology staff, should create training sessions that are convenient for faculty members to attend.

- Development of online training modules will allow employees to sharpen their computer skills at their own pace without overextending the information technology staff.

5.A. Summary:

Faculty, staff, and administration at CASC are committed to providing students an exceptional education at an affordable price. The college has a long history of being under-funded from the state yet being a good steward of resources to achieve the institutional mission. CASC takes pride in being the most affordable institution in the state.

The college strives to keep an attractive campus with updated facilities that foster student learning and the overall campus experience. Faculty and staff work to stay abreast of new technology while improving skills and knowledge through the training and continuing education opportunities provided by the college.

5. B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Governance at CASC consists of a 7-member board of regents plus the CASC President. The Board of Regents for Carl Albert State College has full authority over all aspects of the college and final responsibility for its proper operation, subject only to higher authority. The members of the board represent various regions of the service area and a wide variety of business and educational experiences. In Oklahoma, the governor, with the advice and consent of the State Senate, appoints the members of CASC's governing board. The board plays an important role in relating the needs of the college to the public and in helping obtain capital and operating funds.

Oklahoma public higher education institutions are governed by OSRHE along with the local governing board as provided by the Constitution of the State of Oklahoma, Article XIII-A. OSRHE was established in 1941 in the Oklahoma Constitution as the

coordinating board of control of colleges and universities where it serves to (1) prescribe standards of higher education applicable to each institution, (2) determine the functions and courses of study in each of the institutions to conform to the standards prescribed, (3) grant degrees and other forms of academic recognition for completion of the prescribed courses of all institutions, (4) recommend to the state legislature the budget allocations to each institution, (5) recommend to the state legislature proposed fees for all institutions, (6) allocate funds from appropriations made by the legislature to each institution according to each institution's needs and functions, and (7) coordinate private and other institutions of higher learning with the state system under regulations set forth by the state regents.

While maintaining general overview and control, the CASC Board of Regents entrusts the administration of the institution to the college President and his subordinates. The administrative level of the organization consists of the President, the Executive Assistant to the President, the Vice President for the Sallisaw Campus, the Vice President of Academic Affairs, the Vice President for Business Operations, the Vice President for Student Affairs, and the Director of Public Relations (5.B.1).   Design of the organizational administrative structure aids in the flow of information throughout all levels of the organization. Decision making within this structure allows representation of a wide range of internal constituents.

5.B.1. The institution has and employs policies and procedures to engage its internal constituencies--including its governing board, administration, faculty, staff, and students--in the institution's governance.

CASC's governance and administrative structures engage the governing board, administration, faculty, staff, and students. The administration maintains a close working relationship with the governing board by making presentations and providing updates at scheduled board meetings. During these presentations, administrators are able to answer questions from the board while asking for guidance or direction on pertinent matters. Administrators work closely with the President of the institution in addressing issues and ideas that pertain to college operations. A faculty association, which faculty members can voluntarily join, has been established. Among its purposes are to promote communication and mutual understanding among faculty, administration, board of regents, and any other groups dealing with the welfare of the college and its students. The association's constitution is included in the *CASC Policies and Procedures Manual* (5.B.2). The president of the Faculty Association takes issues of concern or suggestions generated at the faculty level to administration which in turn go to the President and possibly the governing board. The same holds true for student representation. The student body elects members of the Student Government Association (SGA) each year to represent the student body on campus to the administration and the governing board. The members of the SGA work most closely with the Vice President of Student Affairs but also are able to directly address the governing board with ideas or issues.
Input into the allocation of funds through the budgeting process begins at the grassroots level. Student feedback on course changes or facility needs is passed through the faculty to division chairs and on to the Vice President of Academic Affairs. Often, SGA makes

requests for campus improvements, and those are passed through the Vice President of Student Affairs. These needs and suggestions are then discussed with the President and/or the executive cabinet. Since the President teaches a course each semester and encourages ideas and suggestions from students, he often hears first-hand about areas of improvement or suggested change. Those items requiring approval from the Board of Regents are placed on a meeting agenda and presented for consideration during a scheduled meeting.

5.B.2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The members of the governing board are required to complete ongoing training through the Regent Education Program offered by OSRHE. This training includes discussions of legal issues and ethical issues associated with governing an institution. Various conferences such as the annual chairman's meeting are available to further enrich board members' understanding of pertinent issues in higher education. Regents are required to attend a minimum of 15 hours of formal regent education during each 7-year term. Board members serving for the first time are required to complete 4 hours of orientation that provide an introduction to the legal and fiduciary responsibilities associated with serving on the board. New members also are given a chance to meet one-to-one with CASC administration in order to gain a deeper understanding of the areas of responsibility of each member of the institution's administration and the internal structure of the organization. Regents subscribe to a code of ethical conduct that is found in the *Policies and Procedures Manual*, Article III, Code of Ethics (5.B.3). The board complies with all federal and state statutes regarding the purpose and content of its meetings.

The governing board receives a financial update at each meeting from the President. In this update, the President gives a summary of current fiscal conditions of the college as well as any upcoming issues that may impact future financial decision making and reporting. Additionally, the board has engaged the services of an internal auditor who conducts internal investigations throughout the year and prepares a report of his findings to be presented to the board (5.B.4 and 5.B.5). The Vice President for Business Operations presents the report to the governing board and takes any recommendations back to the affected areas and oversees implementation of needed changes. CASC also has an annual audit performed by an independent auditor (5.B.6). The auditor presents the findings to the board annually, and, again, any suggestions made by the auditor are approved by the board and implemented under the guidance of the Vice President for Business Operations (included in documents 5.B.4, 5.B.5, 5.B.6).

The governing board is kept abreast of academic programming as well as enrollment and graduation trends by the President and the Vice President of Academic Affairs. Any suggestions to make changes in academic programming are presented to the board for approval and the Vice President of Academic Affairs is responsible for implementing the approved changes.

The board meets twice each year on the Sallisaw campus. At these meetings, a Sallisaw campus update is presented by the Vice President for Sallisaw as well as members of the trustees and students from that campus. This provides an opportunity for the board to hear from constituents in Sallisaw and to stay connected to the Sequoyah County campus.

5.B.3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Faculty members often have ideas for expanding or eliminating academic programs. They are given an opportunity to discuss these ideas with the Vice President of Academic Affairs and at times take the issue to the President and board of regents for consideration. Providing this type of forum gives faculty an opportunity to see their ideas come to fruition and have an active role in the campus decision-making process. During this process, consideration is given to area demand for academic programs, current student enrollment, programming costs, and anticipated job placement. Recommendations for program changes are taken to the CASC Board of Regents for approval and then to the state regents for their endorsement. The Vice President of Academic Affairs and faculty are responsible for implementing approved changes.

Policy changes on campus are given consideration at the administrative level before a recommendation is made to the CASC Board of Regents. Additionally, input from staff and faculty may be sought in order to have broad representation before implementing or changing campus-wide policy. At times, students, staff, and faculty are asked to participate in surveys to gather their input on possible changes. One example is the recent decision to become a tobacco-free campus where input was solicited from as many internal constituents as possible before the results were formulated into a recommendation to the Executive Cabinet and taken to the governing board.

The SGA consists of an executive branch, a legislative branch, and a judiciary branch (5.B.7). Through this organization, student leaders and representatives can take students' concerns and suggestions to the administration. Concerns are addressed in SGA meetings, taken to the Vice President of Student Affairs, and then presented at Executive Cabinet meetings as well as governing board meetings. The SGA was active in developing the college's policy for a tobacco-free campus. The SGA conducted campus-wide surveys, met with administrators, and made a presentation to the board of regents explaining the SGA position.

5.B. Strengths:

- The CASC governing board is committed to the mission of the institution and is active in staying informed on issues facing higher education in general and CASC specifically.

- The college strives to be inclusive in its administrative functions by seeking input from staff, the Faculty Association, and SGA on changes to campus policy.

5.B. Concern:

- It is difficult to compile staff needs and ideas in the current structure.

5.B. Recommendations:

- The college may consider developing a staff association that would provide a forum for staff members to express ideas and needs that could aid the institution in fulfilling CASC's mission and goals.

5.B. Summary:

CASC's organizational structure is simple enough to allow information to flow effectively from bottom to top and top to bottom. The President and Board of Regents welcome input from all levels of the campus community and provide a collegial environment for sharing ideas and concerns. Perspectives of students, staff, faculty, and outside constituents are valued for their contribution to providing accessible, affordable, and exceptional educational experiences for CASC's students.

5. C. The institution engages in systematic and integrated planning.

The faculty and division chairs have weekly meetings to discuss academic issues within and among their departments. These meetings have recently included the Director of Information Technology so all participants can address ideas and issues and the impact of technology on the learning environment.

Representatives from the offices of Financial Aid, Admissions and Records, Business, and Telecommunications and Information Systems meet weekly to address items of concern that impact one or multiple offices. This provides an opportunity for all departments to better understand the functions of neighboring offices and the impact of decision making that may extend beyond a single office. Additionally, discussions for improving student services are fostered by sharing multiple perspectives on aiding CASC students in their educational experiences.

There is long-term evaluation prior to making decisions. The President, regents, and administration realize it is necessary to provide quality facilities and education to be competitive and to meet the students' needs. Each decision is made based on the impact on CASC's students, while maintaining affordability and accessibility, as well as providing quality education. The college's administration meets monthly to discuss issues, upcoming events, and areas of need and to strategize as a group on short-term and long-term goals. Impromptu meetings also are called as needed.

CASC has a *Long-range Capital Master Plan* (5-year scope) (5.C.1) to ensure that the college does not act hastily in addressing capital needs, but at the same time is responsive to increased enrollment and the impact on physical facilities. This plan is updated

annually and filed with OSRHE. Funding for major capital projects is planned well in advance of project initiation.

The college has recently updated its long-range planning document to include each department and division outlining future needs and has included a budgetary projection for each of those needs. This type of activity provides a link from planning to budgeting that is inclusive of all areas on campus.

5.C.1. The institution allocates its resources in alignment with its mission and priorities.

CASC's mission to provide access, affordability, and excellence is the foundation of all decision-making activities. Fiscal planning is based on securing funds to fulfill the college's mission while keeping educational costs affordable. Periodic meetings between the President and campus department members provide opportunities to revisit mission and operational priorities. Annual budget meetings enable departments to request funding for projects that fulfill departmental goals as well as those of the institution. During these meetings, budget priorities are set for programming changes that have been approved by the governing board. For example, if the governing board has voted to expand the nursing program, funds are allocated to hire additional faculty to successfully implement the programming change.

Development of a long-range planning document is an inclusive process that requires each department and division to connect its own mission and goals to that of the college. This collaborative activity places the mission, vision, and goals of the institution at the forefront of planning and resource allocation for the next 5 years.

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Recent implementation of the WEAVEonline assessment tool allows departmental connection of performance evaluation, assessment, planning, and budgeting to become linked in a more effective manner than in the past. This tool provides an integrative approach to linking these 4 critical elements of institutional operation to the mission of providing affordable and accessible educational experiences of exceptional quality. Training and implementation are in the beginning stages, but the college is optimistic about the usefulness of WEAVEonline in linking all phases of planning and evaluation of outcomes.

Meeting with departments, the President and the Vice President for Business Operations provide an opportunity for face-to-face discussions of planning and budgeting. These meetings also result in discussions of program evaluation and effectiveness and areas that can be addressed through adequate planning and budgeting.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

All CASC departments and divisions engage to assist with strategic planning. Developing the CASC planning document is a collaborative effort that requires each department and division to give thoughtful consideration to goals and objectives for the coming years. This integrative process requires long-range planning for organizational and educational improvement as consideration of funding sources required to meet goals and objectives.

The CASC Development Foundation consists of business and community leaders who are committed to the success of CASC's students. Through semi-annual meetings on the Poteau campus, foundation members have an opportunity to stay abreast of campus activities and to participate in future planning through scholarship development and facilities renovation.

CASC has entered into various partnerships with community organizations such as the City of Poteau, Applied Energy Services, and Eastern Oklahoma Medical Center over the years to stay connected to the needs of the community. These partnerships allow the college to stay abreast of issues and trends at both the community and global levels. Issues addressed through these alliances include economic development, workforce training, environmental projects, tourism, and civic improvement.

CASC personnel also attend meetings of the Leflore County Superintendents Council where they are able to help address the needs of rural high school students. One outcome of this partnership is that the college offers students an opportunity to improve their math skills by watching taped video lectures from CASC faculty. College personnel are currently considering ways to provide professional development for area public school teachers as they continue to have their funding for mandated professional development reduced.

Additionally, outside input is gathered from community members through a community survey designed to solicit the needs and wants of community stakeholders. This provides campus leaders an opportunity to review survey comments and to take external perspectives and needs into account during all phases of planning (5.C.2).

5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Academic Planning

The Office of Academic Affairs regularly reviews enrollment and graduation numbers in all programs in accordance with guidelines set by OSRHE. These reviews allow a determination of program viability and continuance. Faculty/student ratio is an important aspect of the institution's ability to offer exceptional educational experiences; therefore, class size is closely monitored to determine the need to increase faculty for any particular discipline.

Fiscal Planning

Annual budgets are developed with current capacity and anticipated growth in mind. Program expansion such as the recent expansion of the nursing program must be taken into account in budgetary planning for increased faculty and student services. Expansion of physical structures requires planning for increased utility and maintenance costs over current amounts. Strategies for increasing enrollment are included in budgetary considerations.

A 5-year planning document that currently spans 2012-2016 allows the college to plan for the future while considering economic trends and outlooks, anticipated program enrollment, and changes in revenue sources. Development of this document is a campus-wide effort in Poteau and Sallisaw that takes into account the uniqueness of each campus and the community it serves.

Increasing enrollments and advancements in technology require CASC to consider the current capacity in offering technological services to students and to plan for expanding those services and capabilities. Tight state funding requires seeking additional sources to expand these services. CASC has been successful in obtaining federal grant funding to support these types of improvements and upgrades. Planning for increasing Internet access and system capacity requires a critical look at current capacity and plans for meeting future needs.

Physical Structures

The campus has a *Long-range Capital Master Plan* (5-year scope) (5.C.1) that considers the following criteria: (1) current status, (2) future status and goals, (3) condition of existing structures, (4) service capacity, and (5) growth potential. The master plan is modified and approved each year. Currently, 14 projects are listed. Each project is evaluated on how it will impact CASC's students, and consideration is given to keeping college affordable and accessible while continuing to provide excellence in education. The President presents projects to the local governing board for approval and then to the state coordinating board (OSRHE) for approval and entry on the state's web-based budget system. Identified needs for FY 2012-2016 are $30,441,370. Some of those needs include the construction of the Deanna J. Reed Science and Math Center. The decision to undertake this project was based on several years' analysis of enrollments, class sizes, and growing inability of previous facilities to adequately offer exceptional instruction and learning.
Consideration for expanding residential housing involves conversations with students, recruiters, financial aid personnel, the Vice President for Business Operations, and the Vice President for Student Affairs. By gaining multiple perspectives concerning current occupancy, projected needs, student affordability, and institutional financial position, a well-informed decision to expand dormitory housing can be made before project initiation. Additionally, an analysis of the number of meals served each day in the campus cafeteria, projected enrollment growth, and current ability to operate the cafeteria with a positive cash flow impact discussions and plans for future expansion of that facility. A growing residential student population has spurred the

college to purchase a small home on land adjacent to the college and to convert this space into a central gathering place for CASC students. A request for this type of recreational and study facility has been voiced by students, and a study of projected enrollments led the governing board to purchase this facility for student use.

Evaluation

The current financial environment is unstable. In times of downturn in the economy, statistics show that enrollment has increased. With the loss of jobs, former employees return to college to enlarge job opportunities. To help unemployed workers pay for college, employers provide layoff compensation packages such as the Trade Adjustment Assistant Program which pays for tuition, fees, and books. This program allows CASC to be a more diverse campus as it increases the number of non-traditional students. There also is opportunity to pursue careers in different fields and investigate the availability of financial aid. Native American tribes also contribute a great deal to ensure that the students belonging to a tribe can afford higher education by offering assistance with tuition, fees, books, housing, meals, supplies, etc.

Attending CASC is affordable to students because it has the lowest tuition in the state, and it also is geographically close and accessible to its constituents. CASC has a small-town, small-college atmosphere which provides more opportunities for students to get involved. The college also provides options for students to live at home and commute or to live on campus where they can be provided affordable housing and meal plans.

The challenges that CASC may face due to the economy could impact enrollment. CASC has had to make budget adjustments due to decreasing state funding. With budget cuts, hiring additional faculty and staff to keep up with the growth of enrollment is a challenge. Also, if facilities are expanded to meet increased enrollment, questions about the college's ability to meet the financial obligations arise. Private donations may decline; however, CASC has been extremely fortunate to have a strong donor base that supports the Scholars Program, which helps students by paying for tuition, housing, and half of students' meal plans, and provides numerous other scholarships. With 7 out of 10 CASC students receiving financial aid, decreasing federal grants may lead to decreasing enrollment.

CASC has plans to accommodate temporary action to meet the need but also be financially prudent for enrollment growth. To meet the need for increased faculty as classes are added due to increased enrollment, adjunct faculty are used rather than hiring full-time faculty. If this growth trend continues, full-time faculty will need to be hired. Most campus departments are able to use work-study students (many paid by federal financial aid) to assist with routine tasks such as filing, packaging, answering phones, and providing food and janitorial services, etc. Many students are efficient and welcome the opportunity to gain skills and experience for resumes; however, if continued increase in enrollment is seen, that area will need to be addressed for a more permanent solution.

5.C.5. Institutional planning anticipates emerging factors such as technology, demographic shifts, and globalization.

Planning for future technology needs requires keeping a keen eye on emerging technology and infrastructure requirements to meet future demands. This is accomplished through monthly meetings with information technology personnel from other colleges in the state, attendance at conferences and webinars, and regular meetings with CASC staff.

Demographic shifts are evaluated, and programming and student services are adjusted to meet the needs of the changing student population. Globalization is addressed constantly by updating curriculum to include an expanding global perspective.

The college's *Planning Document* ([5.A.7](#)) is a comprehensive document compiled by each department and division. Preparing this document requires planning at the micro level where changes in demographics and technology must be taken into account at the departmental level while encompassing a macro view of impact on campus, community, and beyond.

5.C. Strengths:

- Short-term and long-range planning at CASC involve internal constituencies across campus that aid in achieving the institutional mission.

- Partnerships with external stakeholders allow the college to be cognizant of trends and issues in the larger community.

5.C. Concern:

- CASC needs to more effectively link its sources of data to facilitate institutional planning.

5.C. Recommendation:

- Take full advantage of the WEAVEonline program to link assessment of student learning, evaluation of operations, planning, and budgeting.

5.C. Summary:

CASC has made significant strides over the past few years in creating a collaborative planning process. By implementing annual departmental budget meetings, fiscal resource allocation is more accurately aligned with departmental and institutional missions and goals than in the past. The next step in fostering an inclusive planning process is to fully implement and use the WEAVEonline program to ensure planning happens in a collaborative environment with multiple stakeholder perspectives.

5. D.   The institution works systematically to improve its performance.

Course evaluations provide important feedback from students regarding educational experiences. Feedback allows adjustments to be made to improve educational performance. Ongoing program assessment across academic departments provides opportunities to improve learning environments. Faculty evaluations are conducted by division chairs to systematically measure faculty performance. Programmatic self-studies are conducted where areas of needed improvement may be identified and addressed.

Student satisfaction surveys are administered every 18 months to solicit input from students on numerous areas of campus life that may need improvement (5.D.1). Additionally, personnel working with the Title III grant have administered the Cooperative Institutional Research Program (CIRP) to freshmen to identify student demographics and general perspectives as well as specific opinions about the college. Title III staff have been successful in summarizing the results of the surveys and have begun to disseminate the results across campus to improve institutional performance. Title III staff have plans to expand their surveying and reporting activities that will monitor student perspectives to improve institutional effectiveness.

5.D.1 The institution develops and documents evidence of performance in its operations.

CASC uses a wide variety of assessments, surveys, and evaluations, both formal and informal, to determine how current curricula, programs, and personnel are meeting the needs of students. CASC uses the following evidence of performance to determine strategies for improvement:

Formal Assessments/Evaluations/Surveys

- Higher Education Research Institute (HERI) Survey -- given to faculty; 25% response rate

- Cooperative Institutional Research Program (CIRP) -- student survey given each fall beginning with Fall 2010

- Collegiate Assessment of Academic Proficiency (CAAP) -- post-test/exit assessment given annually through capstone classes)

- Community College Survey of Student Engagement (CCSSE) -- given to a random sample of students determined by CCSSE -- Fall 2011

- ACT Student Opinion Survey -- given every 18 months; fall 2008, spring 2011

- Student Government Association Survey for Campus Improvement -- annual

- Job Performance Evaluations -- supervisors evaluate employees job performance

- Instructors Evaluations -- students evaluate instructors each semester

- Course Evaluations -- students evaluate courses each semester

- ACT -- given to assess preparedness for college level courses

- COMPASS -- alternate assessment of college-level courses

- Withdrawing Student Survey -- determines reasons students withdraw

- Disabilities Services Survey -- provides information compiled from ADA intake forms for OSRHE

- National Center for Education Statistics (NCES) -- uses the Students with Disabilities at Postsecondary Education Institutions Web Survey

Other Assessments/Evaluations/Surveys/Information

- Weekly division chair meetings -- discussion of progress, challenges, and needs

- High School Counselors Appreciation Luncheon -- feedback from high school counselors on improving CASC services to prospective students

- Students' progress and final grades in classes

- Students' persistence and graduation rates

- Student government input representing the CASC student body

Other Tools for gathering data on performance of students/faculty/staff/college

- National Student Clearinghouse Student Tracker
- WEAVEonline -- manages assessments, accreditation, and strategic planning
- CASC Outcomes and Assessment Specialist
- Jenzabar PX
- Telecommunications and Information Systems staff
- Annual and monthly budget reports
- Admissions data
- Academic advisors
- Title III staff
- OSRHE data and reports

- Integrated Post-Secondary Education Data System (IPEDS) data and reports

<u>Procedures for using reliable evidence in decision-making process</u>

The Vice President of Academic Affairs meets weekly with division chairs to look at results of quantitative and qualitative assessments, evaluations, and surveys to determine what is working, what is not working up to expectations, and where improvements should be made. The Vice President of Academic Affairs meets with the President and/or cabinet members to discuss the results and determine the best plan of action. Additionally, the Vice President of Academic Affairs writes an annual academic plan using the data from assessments, evaluations, surveys, and other information gathering processes.

Also, the CASC President and the Vice President for Business Operations meet annually with faculty and staff for budget hearings. The annual budget is reviewed and determinations are made on adjustments based on departmental goals and the overall mission of the college. Historical budget analysis aids the faculty and staff as well as the administration in making budget decisions for the future.

5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Examples of improvements based on needs shown by the data follow:

- In response to information gathered on CCSSE and CAAP tests, the Office of Academic Affairs determined the capstones needed to be more rigorous; all capstone classes have been online but are being changed to incorporate face-to-face interaction with instructors.

- In response to information gathered through the SGA Survey for Campus Improvement, the CASC President brought the need for an informal gathering place for students on campus to the attention of the board of regents. The board approved the purchase and remodeling of property and a house adjacent to the Poteau campus and dorms to provide a comfortable gathering space for students that includes games, music, television, and a kitchen. The facility is named The Vike House in honor of CASC Vikings sports teams. The Vike House officially opened to students early in the fall 2011 semester.

- In response to ADA surveys for OSRHE and NCES, the ADA Coordinator has improved ADA intake forms, is compiling an ADA student handbook, and is in the process of placing ADA information on the CASC website.

- See document 5.D.2 for a list of assessments, descriptions, frequency, and data type.

5.D. Strength:

- CASC is committed to improving data collection, analysis, and use to understand operational strengths and weaknesses as the college plans for the future.

5.D. Recommendations:

- CASC should continue to improve methods of gathering, analyzing, disseminating, communicating, and using the results of massive amounts of assessment data.

- CASC should improve communication of the availability of evaluation tools and outcomes and apply quantitative and qualitative data to support evaluation, assessment, planning, and budgeting activities.

5.D. Summary:

Student satisfaction, community needs, global trends, and financial forecasts are all valuable pieces of information to the staff, faculty, and administration. CASC, like many other institutions, has a proliferation of data at staff fingertips. CASC has only recently begun to address how to gather, manage, and report the enormous amount of data that is available for improving operations. Implementation of new administrative software (Jenzabar PX) and the WEAVEonline software will move the college forward in effectively integrating and using data in planning and decision-making activities. Staff are optimistic that these new technologies will help systematically improve operations as CASC continues to search for innovative ways to educate.

Criterion Five -- List of Evidence/ Supporting Documents

5.A.1 - *The Chronicle of Higher Education* tables

5.A.2 - Allocation of State Appropriated Funds

5.A.3 - Educational and General Budget Part I

5.A.4 - Colleges and Universities Rate Agreement

5.A.5 - Residential Housing Program Summary

5.A.6 - Title III Inventory

5.A.7 - *2012-2016 Planning Document*

5.A.8 - FY 2012 Budget Meetings: Business Division

5.A.9 - FY 2013 Division Strategic Planning/Budget Meeting

5.A.10 - *CASC Policies and Procedures Manual*, Chapter 4, Sections 4-45 through 4-49, pp. 50-51

5.A.11 - Title III Instructor Technology Survey

5.B.1 - Organizational Chart

5.B.2 - *CASC Policies and Procedures Manual*, Appendix VI, pp. 145-148

5.B.3 - *CASC Policies and Procedures Manual*, Article III, Code of Ethics, Section 1-13, pp. 4 and 5

5.B.4 - December 2011 Internal Audit Report

5.B.5 - February 2012 Internal Audit Report

5.B.6 - Annual Audit 2010-2011

5.B.7 - *CASC Policies and Procedures Manual*, Appendix IV, pp. 131-140

5.C.1 - *Long-range Capital Master Plan* projects

5.C.2 - External Stakeholder Survey

5.D.1 - Student Opinion Survey, September 28, 2011

5.D.2 - Assessment information