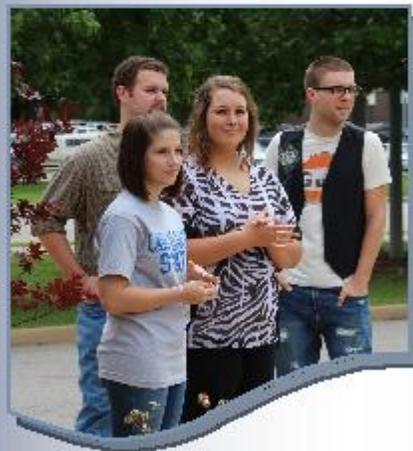


Chapter
2

Criterion

One



Mission



Criterion One Committee

Chapter 2

Criterion One: Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A. The institution's mission is broadly understood within the institution and guides its operations.

Carl Albert State College's (CASC) mission statement is "To provide affordable, accessible, and exceptional education that fosters student success."

CASC's Mission, Vision, Values, and Goals are approved by the CASC Board of Regents after development and input from CASC staff and faculty. The guiding principles of the college's mission include being affordable, accessible, and exceptional while striving to promote student success. These key aspects are broadly understood throughout the institution in decision-making processes and in the services CASC offers to anyone willing to learn.

CASC's mission relates to the functions of community colleges as set out by the Oklahoma State Regents for Higher Education (OSRHE). CASC is a fully-accredited member of the Oklahoma State System of Higher Education which is comprised of 11 constituent agencies, 1 higher education center, 12 community colleges, 11 regional universities, and 2 research universities ([1.A.1](#)). The functions of the 12 public community colleges are (1) to provide general education for all students; (2) to provide education in several basic fields of university-parallel study for those students who plan to transfer to a senior institution and to complete bachelor's degrees; (3) to provide one- and two-year programs of technical and occupational education to prepare individuals to enter the labor market; (4) to provide programs of remedial and developmental education for those whose previous education may not have prepared them for college; (5) to provide both formal and informal programs of study especially designed for adults and out-of-school youth in order to serve the community generally with a continuing education opportunity; (6) to carry out programs of institutional research designed to improve the institutions' efficiency and effectiveness of operation, and (7) to participate in programs of economic development with research or regional universities toward the end that the needs of each institution's geographic service area are met ([1.A.2](#)). CASC not only is charged with meeting these functions as a community college in Oklahoma but also with going beyond those requirements and maintaining services that are affordable, accessible, and exceptional to foster students' success in order to provide better opportunities in a competitive academic setting.

To offer services to students from various backgrounds and socioeconomic status, the college strives to be affordable. This is evidenced by the fact that CASC continues to be the institution that offers the lowest tuition and fees among all of Oklahoma's public colleges and universities, with tuition set as \$58.80 per credit-hour for fiscal 2012-2013

(1.A.3). Affordability is an important issue because constituents in CASC’s service area come primarily from lower socioeconomic backgrounds.

The college also operates with an open-door admission policy. According to a 10-year comparison of annual unduplicated headcount enrollment from the OSRHE, CASC experienced an enrollment increase of 19.8% from 2000-2001 to 2009-2010, growing from a 2,870 headcount in 2000-2001 to a 3,438 headcount in 2009-2010 (1.A.4).

Accessibility also is evident across campuses with *Americans with Disabilities Act* (ADA) services, staff and faculty who exercise open-door access for students, tutoring services, and mentoring programs. The culture of the institution encourages staff and faculty interaction with students and the opportunity for students to know staff and faculty on an individual basis.

Recognizing the needs of students in CASC’s service area and even beyond, the college continually strives to provide exceptional educational experiences in the most affordable ways possible while providing open access to all those who are willing to learn. The concept of student success permeates the institution through a variety of support services, academic programs, and committed staff and faculty.

Faculty and Office of Academic Affairs staff work diligently to provide degree programs which meet the needs of students within the service area while also being responsive to business and industry expectations. Academic offerings include 18 associate of arts degrees, 6 associate of science degrees, and 8 associate of applied science degree programs; 4 certificate programs; non-credit community education courses, and access to bachelor’s degree programs through articulation negotiations between CASC and universities. A course equivalency matrix for all colleges and universities in Oklahoma is sponsored by the OSRHE (1.A.5). Courses and degree programs provide a variety of educational opportunities to students consistent with the institutional mission statement.

CASC’s Mission, Vision, Values, and Goals emphasize the importance of students’ success in their educational pursuits, careers, lifetimes of service, and leadership while also being responsive to the needs of the area, understanding that the college operates in a global environment of technology and change. This emphasis on students’ success is exemplified in the retention and graduation rates of CASC students. CASC is a leader in Oklahoma in retention and graduation rates. Even as the college’s enrollment has increased, the college still has maintained high retention rates according to the First-Year Persistence Rates for First-Time Freshmen Within the Institution report from the OSRHE (1.A.6).

Retention Rates for CASC

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
64.3%	68.0%	58.3%	64.9%	60.4%

Commitment to students' success inside and outside the classroom is evident as CASC continually remains at the top or near the top of all 2-year colleges in the state in student retention rates.

Graduation Rates for CASC

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
31.2%	42.2%	39.1%	33.1%	31.9%

Graduation rates for the OSRHE First-Time Full-Time Freshmen Within the Institution Report at CASC are at the top for 2-year colleges and are higher than some of the state's regional universities ([1.A.7](#)). These numbers reveal the strong commitment among faculty and staff to help prepare students for success in their educational endeavors and to help them finish their degrees at CASC.

CASC also has used distance learning classrooms to offer bachelor's degrees in business administration, criminal justice, special education, and nursing from Northeastern State University (NSU) and Mid-America Christian University (MACU).

In addition to students successfully transferring from university-parallel programs, students in the terminal applied science degrees and certificate programs are successfully employed at all levels of the area's work force.

The Division of Health Sciences conducts an annual employment and education fair at which universities and health agencies present educational and employment opportunities to students enrolled in the CASC's nursing, physical therapist assistant, and radiologic technology programs. Universities and health agencies participate in the event to inform students about opportunities available following graduation from CASC. Health departments, home health agencies, nursing homes, and major hospitals from the surrounding area and from as far away as Oklahoma City participate in the annual fair.

1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and adopted by the governing board.

CASC is a fully-accredited member of the Oklahoma State System of Higher Education by Oklahoma State Statute §70-3201 which authorizes the granting of associate degrees. OSRHE, the coordinating board of control, as established by the *Constitution of the State of Oklahoma*, Article XIII-A, Section 2, ([1.A.8](#)), is in charge of the state system and is empowered to grant degrees through the state system. CASC is an integral and full-fledged part of the Oklahoma State System of Higher Education and is governed by a separate 7-member board of regents as authorized by Oklahoma State Statute § 70-4423 ([1.A.9](#)). CASC also is authorized to operate a branch campus in Sallisaw, OK, through Oklahoma State Statute §70-4423.1A ([1.A.10](#)). These guidelines establish the process through which the mission of the institution is developed.

With input from CASC employees across each campus, the origination of the current CASC Mission, Vision, Values, and Goals began through conversations during the spring 2011 semester. In spring 2011, the Criterion One committee was charged with reviewing the current mission and making changes to the mission and vision of CASC. In May 2011, the committee approved the mission and vision statements. In June 2011, the values and goals were approved with the understanding that all items would be presented to the college President's Executive Cabinet and ultimately to the CASC Board of Regents for final approval. After recommendations from the President's Executive Cabinet, the committee met again on June 27, 2011, and approved the final revisions to the CASC Mission, Vision, Values, and Goals which the CASC Board of Regents then approved on July 19, 2011.

After meetings of faculty, staff, and students to discuss the priorities and guiding principles of the college, the CASC Board of Regents approved the following mission statement on July 19, 2011: "Carl Albert State College provides affordable and accessible educational experiences of exceptional quality which foster student success. Your success is our mission."

After further discussions among campus groups during the spring 2012 semester, the Criterion One committee met to review the wording of the mission statement and voted unanimously on May 16, 2012, to shorten the mission statement to the following: "To provide affordable, accessible and exceptional education that fosters student success."

"Your success is our mission," was voted to be used as the tagline.

1.A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Academic Programs

The institution's academic programs have been enhanced as technology has changed dramatically over the last few years. Technology has increasingly infiltrated every aspect of campus life, especially the classroom. The obligation for technology services, network connectivity, operating systems, and hardware has developed at an ever-increasing pace. Students, staff, and faculty expect more socially-oriented technology services, greater access to network and information resources, and increased diversity of support. Technology growth has resulted in the college offering 3 degree programs online.

Students have benefited significantly from expansion of technology across CASC's Sallisaw and Poteau campuses. Presently, the campuses house 414 computers for student access, and computer lab use is measured to determine when additional computer resources should be allocated.

CASC-Sallisaw provides access to all degree plans, either by complete programs on the Sallisaw campus or a combination of classes at the Sallisaw campus and/or Poteau campus, interactive television (ITV) classes, or online. Currently, the following entire degree programs are offered at the Sallisaw campus: business administration, general

studies, health/physical education/ recreation, pre-elementary education, sociology/psychology, social sciences, allied health, and English. Advisement regarding availability of complete programs includes enrollment options.

Student success in academic programs is a primary goal of CASC. Faculty, whether full-time, part-time, or adjunct, emphasize high academic standards and rigor in their classes. CASC faculty are given academic freedom to provide innovative and responsive programs for students and for the community. This academic freedom and high expectations provide students exceptional academic programs which foster student success.

Students evaluate teaching and advising performance of faculty every fall and spring semester. The Office of Academic Affairs is responsible for oversight of faculty and administration of faculty evaluations.

Faculty are encouraged to continue training and professional development activities through the Endowed Professorship Program set up by the CASC Development Foundation. This program provides financial incentives to faculty for conferences, exhibits, conventions, seminars, symposiums, and training initiatives throughout the world ([1.A.11](#)). Since the program began in 1998, the Development Foundation has awarded 50 professorships totaling \$772,000. These opportunities not only have broadened faculty knowledge but also have enhanced the classroom experience for CASC students.

Students' success in academic programs and in other aspects of the college experience is a driving factor for decision-making throughout the institution. Students are surveyed regarding satisfaction levels, and the CASC average is considered in relation to the national average through the ACT Student Opinion Surveys. Student ratings of the academic aspects of CASC from spring 2011 are in evidence ([1.A.12](#)).

Student Services

Student services at CASC include the Business Office, Office of Student Affairs, Testing Center, Financial Aid Office, Scholarship Programs, Residential Life, Campus Life, Office of Admissions and Records, Campus Police, High School and College Relations, Carl Perkins Career/Transfer Center, Student Support Services, Educational Opportunity Center, Joe E. White and Delores O'Guin Mitchell Libraries, Learning Resource Center, Counseling Services (academic and personal), Student Disability Services, Cafeteria/Food Service, Veteran's Services, Retention Specialists, and the Campus Bookstore. Many of these programs operate with mission statements guided by the college mission ([1.A.13](#), [1.A.14](#), [1.A.15](#), [1.A.16](#), [1.A.17](#), [1.A.18](#), [1.A.19](#)).

Admissions and Enrollment

Open admission and open enrollment policies increase access to educational experiences. Academic advisement is a service provided to all CASC students – before, during, and after they enroll at CASC – through a variety of offices and programs to help students

achieve their educational goals. Sallisaw and Poteau campuses use the same system-wide admissions and enrollment software, offering ease of information transmission between the campuses to provide exceptional student services. Faculty are involved in the enrollment process and are accessible to provide academic advisement. Many professional staff also serve as academic advisors for first-time entering students.

Currently enrolled students are given priority enrollment on scheduled dates for pre-enrollment in an upcoming semester. ACT Residual tests also are set up during these times to aid the admission/enrollment process. Computer Adaptive Placement Assessment and Support Services (COMPASS) placement testing also is available every day on a walk-in basis for students who need additional testing before enrolling in classes.

Enrollment figures for Poteau and Sallisaw campuses are noted in the charts below, and further comparison may be viewed in evidence ([1.A.20](#)).

	Headcount		FTE	
	Fall 2011	Fall 2012	Fall 2011	Fall 2012
Poteau	1779	1773	1386	1406
Sallisaw	783	807	551	562
Web	63	44	33	28
Totals	2625	2624	1970	1996

Numbers were recorded after the NO SHOW period on Sept. 9, 2011, and Sept. 7, 2012, respectively.

Enrollment headcount remains unchanged from fall 2011 to fall 2012 term.

Full-Time Equivalent (FTE) enrollment shows a slight increase; this occurs when an increased number of students are enrolled in full-time hours, rather than part-time hours.

The following charts reflect levels of student satisfaction with CASC's admission and enrollment procedures:

Table 1.2 Student Satisfaction * ([1.A.21](#))

Student Satisfaction with the Admissions Aspects of CASC			
Item #		CASC Avg.	Natl. Avg.
13	General admissions/entry procedures	3.93	3.92
16	Assistance provided by college staff when entering college	3.90	3.87
14	Accuracy of college information received before enrolling	3.89	3.89
17	College catalog/admissions publications	3.83	3.91
15	Availability of financial aid information prior to enrolling	3.76	3.82

* Source – ACT Student Opinion Survey for 2-Year Schools, administered at CASC Spring 2011 (Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied).

Table 1.3 Student Satisfaction * ([1.A.22](#))

Satisfaction Level with the Registration Aspects of CASC			
Item #		CASC Avg.	Natl. Avg.
35	Academic calendar for this college	3.94	3.97
33	General registration procedures	3.87	3.91
36	Billing and fee payment procedures	3.70	3.82
34	Availability of desired courses at times students can take them	3.68	3.67

* Source – ACT Student Opinion Survey for 2-Year Schools, administered at CASC Spring 2011 (Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied).

Professional staff and faculty who serve as academic advisors assist first-time entering students in the initial class enrollment process. After the first semester, each student is assigned to an academic division where a faculty member serves as the student’s academic advisor throughout the course of study until graduation ([1.A.23](#)). Faculty work with instructors and academic divisions at 4-year institutions to provide transfer students as much of a seamless transition as possible. A transfer matrix is available on the CASC website with course equivalencies for the most popular transfer colleges and universities ([1.A.24](#)).

According to data included in stories in *The Chronicle of Higher Education*, CASC is the most efficient and affordable college in Oklahoma, having the highest graduation rate among the state’s 2-year colleges while charging the lowest tuition ([1.A.25](#)).

1.A.3. The institution's planning and budgeting priorities align with and support the mission.

Determining the needs and wants of students is how the faculty, staff, and administration attempt to make certain that students' educational experiences are accessible and of exceptional quality. The process of allocating resources begins with the faculty and staff. By working directly with students, they are able to determine needs and which needs most improve students' educational experiences.

Faculty discuss needs and priorities with appropriate division chairpersons. Division chairpersons then take their departments' requests to budget meetings with the Vice President of Academic Affairs, the Vice President of Business Operations, and the President. Staff communicate financial needs to their appropriate leaders who then make those needs known to the President and/or the Vice President of Business Operations. A key component of annual planning, campus-wide budget discussions focus on improving academic programs, student services, and overall campus effectiveness.

Budget meetings for the development of the fiscal 2012 budget were conducted throughout the spring 2011 semester with each academic division and the Sallisaw campus employees for input about upcoming budget needs.

With a healthy reserve fund, CASC responds well to unexpected departmental needs throughout the year. Careful fiscal management allows CASC to maintain affordable tuition, fees, housing, and meal costs for students. Since at least 2007, CASC has had the lowest tuition among Oklahoma's public institutions despite being one of the lowest state-funded colleges. Prudent stewardship of institutional dollars by all staff and faculty and attention to delivering top-notch programs ensures the college's ability to offer students an excellent educational experience that is the most affordable in the state.

Allocation of resources at CASC aligns with the institution's mission of providing affordable and accessible educational experiences of exceptional quality. Students' success is at the forefront of all resource determinations. Plans for resource allocation encompass both short-term and long-range objectives. Planning for continued growth and educational opportunities is a joint effort of all CASC staff and faculty.

CASC Sallisaw participates in the planning process of the institution by developing a planning document on a 5-year basis. The administration understands how planning impacts budgeting and funding priorities and uses the planning document to help determine funding needs as well as priorities for the Sallisaw campus.

1.A. Strengths:

- CASC is committed to fostering students' success and strives to be affordable, accessible and exceptional throughout the institution.
- Graduation, retention, and transfer rates are indicators of students' success.

- The CASC mission statement is publicized through many outlets inside and outside the organization.
- Dedicated staff and faculty are aware of the college's mission as they strive to help students during their time at the institution and beyond.
- Staff and faculty take time to visit with students and to guide them during their first 2 years of post-secondary education, generating higher levels of student success.

1.A. Concerns:

- While many departments and divisions across campus have mission statements guiding their areas, some academic divisions and other campus departments are in the process of developing mission statements that relate to the institutional mission statement. With the recent purchase of WEAVEonline software, this process has received renewed emphasis across the campus.
- Communication between the Poteau and Sallisaw campuses has presented challenges; a certain amount of disconnect frequently occurs between the Poteau campus and the Sallisaw campus. With the growth of the Sallisaw campus and the importance of the transmission of decisions and decision-making, this challenge is one the college community must consider often and work to improve. This challenge became apparent in the budgeting process, and ways to better reflect spending at the Sallisaw campus have been implemented through budget meetings and communication with various departments and the administration.

1.A Recommendations:

- Ensure all departments and divisions have mission statements.
- Continue to strengthen avenues of communication through instituting regular meetings between departments and divisions, using ITV if necessary.

1.A. Summary:

Students' success is a priority. CASC staff and faculty are dedicated to students' success and finding ways to be affordable, accessible, and exceptional in the students' educational experiences. While the college's mission statement is widely publicized, there are areas working to incorporate departmental missions within the college mission.

As the college has grown, so have the challenges with communication on the campuses. Although technology has increased the ability to communicate, there remain challenges with 2 campus locations and people working somewhat independently.

1.B. The mission is articulated publicly.

The college's mission is articulated in a variety of formats across the campuses and within the community. CASC's mission statement is published in the *CASC Policies and Procedures Manual*, the *CASC General Catalog*, the *CASC Student Handbook*, and the *CASC Residential Life Handbook*. The institution's public relations/marketing department also works diligently to incorporate the institutional tagline "Your success is our mission" on every degree program brochure and various other CASC recruiting materials. CASC Mission, Vision, Values, and Goals also are on the college's official website ([1.B.1](#)). The mission statement also is displayed in various offices and common areas across the Poteau and Sallisaw campuses, on television monitors across the campuses, and as screen savers in institutional computer laboratories. Billboards and radio advertisements also have been used to publicize how CASC is affordable, accessible, and exceptional while focusing on students' success.

The mission of the institution is vocalized repeatedly by the President and others throughout the campuses. When decision-making activities occur with the President's Executive Cabinet or in various other departmental and division meetings, the key aspects of being affordable, accessible, and exceptional while promoting students' success are the driving forces for the discussions and also are instrumental in the ultimate decisions made on the campuses.

1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

CASC's mission is clearly defined, along with the vision statement, and statement of values and goals of the institution ([1.B.1](#)). They are as follows:

CASC Mission Statement

To provide affordable, accessible, and exceptional education that fosters student success.

CASC Vision Statement

CASC faculty and staff will provide an exemplary learning community by creating excellent educational opportunities that are responsive to the needs of the area and enable students to achieve their aspirations and develop into successful participants in an ever-changing world.

CASC Faculty and Staff are Dedicated to These Values:

1. ***Student Centricity*** – *a supportive learning-centered community created to meet diverse student needs in the achievement of academic and personal goals for lifelong learning opportunities*
2. ***Educational Quality*** – *exceptional programs and services striving for continuous improvement for student success*

3. ***Integrity*** – honesty, courtesy, responsibility, and ethical conduct within the college community and with other constituencies
4. ***Accessibility*** – a broad range of academic programs, general education, and student services to meet student needs in an efficient, effective, and economical manner
5. ***Community Collaboration*** – cooperative partnerships with other educational institutions, agencies, and organizations to better the global community
6. ***Leadership*** – engagement and civic responsibility at local, national, and global levels

CASC Faculty and Staff Pursue These Goals:

1. *Preparing students for success in further educational endeavors, careers, and a life of service and leadership;*
2. *Promoting high academic standards and rigor;*
3. *Using evaluative processes of educational experiences to provide data-driven assessments and outcomes;*
4. *Instilling student perseverance, independent learning, and critical thinking skills throughout college and life;*
5. *Providing a safe and conducive environment for learning;*
6. *Ensuring contemporary and effective use of technology;*
7. *Promoting local opportunities for student and community success;*
8. *Encouraging a global perspective and lifelong learning.*

1.B.2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

The CASC Board of Regents approved the current CASC Mission, Vision, Values, and Goals on July 19, 2011. The importance of student centricity and a supportive learning environment are essential for this 2-year, open-admission college whose students are often young (approximately 61 percent are 24 and younger), taking classes full-time (approximately 71 percent), and may be first-generation college students.

Exceptional education that fosters students’ success is exemplified through the academic programs that are of utmost quality with high academic standards. Academic programs

are designed to prepare students for success in their educational endeavors and future careers. Evaluative processes are used to assess student learning and student outcomes within each academic division. Students are provided safe learning environments and contemporary use of technology to enhance their success in the classrooms.

Students' success is monitored through various assessments of student learning. Students are evaluated throughout their coursework and must complete a capstone course before graduation. Students are required to enroll in the capstone course during their last semester at CASC. Capstones correspond with students' fields of study, and students must complete capstones with passing (P) grades. Academic assessment begins for students at entry, is repeated midway through their programs, and completed when students are near graduation. Evaluating overall student satisfaction with CASC programs and services also is part of the assessment program. Exceptional programs encompass all areas of the institution as evidenced by student satisfaction with college services.

Table 1.4 Student Satisfaction * (1.B.2)

Satisfaction Level with College Services of CASC			
Item #		CASC Avg.	Natl. Avg.
7	Library/learning resources center facilities and services	4.34	4.25
16	Credit by examination program	4.31	3.96
17	Computer services	4.31	4.23
14	Cultural programs and activities	4.22	4.08
3	Vocational guidance/career planning services	4.20	3.99
18	Parking facilities and services	3.71	3.51
2	Personal counseling services	4.17	3.98
8	Resident hall programs and services	3.88	3.70

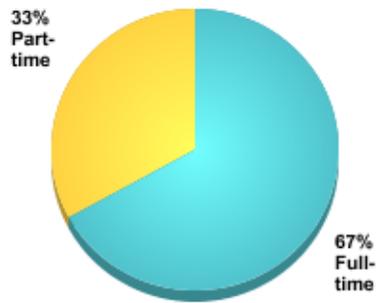
* Source – ACT Student Opinion Survey for 2-Year Schools, administered at CASC Spring 2011 (Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied).

1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The CASC mission is to foster students' success through programs and services that are affordable, accessible, and exceptional. The college's programs and services are all-encompassing and provided to encourage success and life-long learning.

CASC serves a diverse group of students. The majority of CASC students are full-time (67%) and age 24 and younger (64%). Approximately 26% of students self-identify as American Indian. Student demographics from fall 2010 follow:

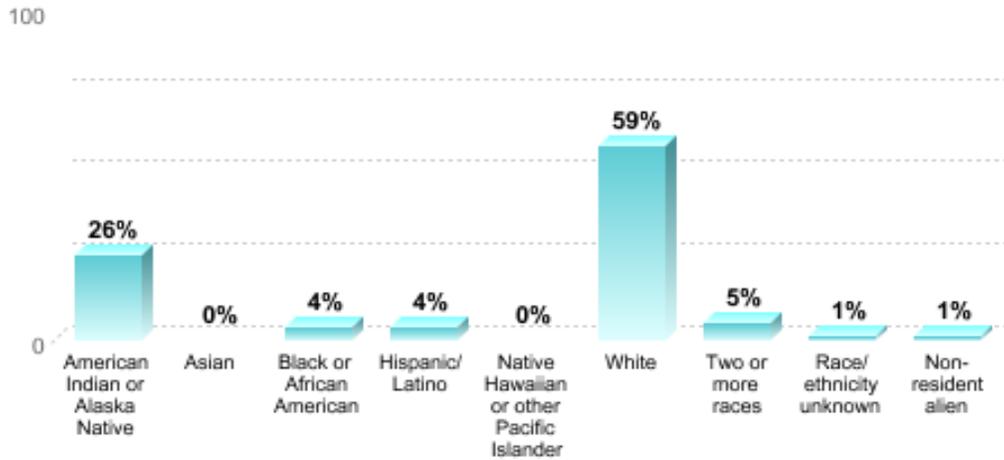
ATTENDANCE STATUS



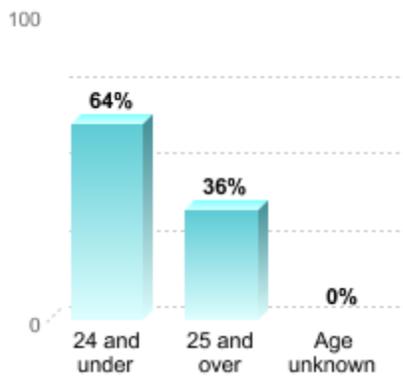
STUDENT GENDER



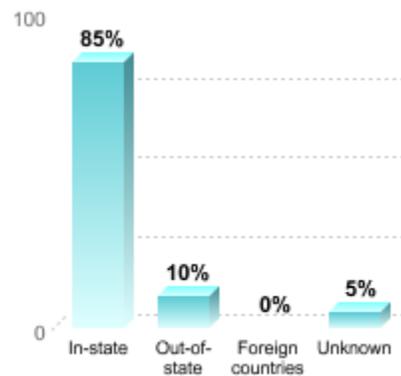
STUDENT RACE/ETHNICITY



UNDERGRADUATE STUDENT AGE



UNDERGRADUATE STUDENT RESIDENCE



- Residence data are reported for first-time degree/certificate-seeking undergraduates, Fall 2010. ([1.B.3](#))

Serving as an open-admission institution of higher education presents challenges as some students may not be adequately prepared for the college environment. Through incoming ACT and COMPASS assessment, the college is able to gauge students' propensity for academic success and to help provide additional services to enhance the probability of success. Tutoring, mentoring, and counseling programs, along with time for individual attention, are in place to assist students to be successful both academically and personally.

CASC is committed to providing affordable, accessible, and exceptional educational experiences for anyone who is willing to learn. Experiences include not only those of CASC students in academic programs but also those through the CASC Outreach Programs designed to meet the needs and interests of people in the community. The college values supporting academic and personal achievement through life-long learning opportunities.

Other identified programs addressed and affected by the mission include the Office of Continuing Education ([1.B.4](#)) with its Seniors Only (SrO) ([1.B.5](#)) and Road Scholar (formerly Elderhostel) ([1.B.6](#)) Programs and Power I ([1.B.7](#)).

1.B. Strengths:

- The mission documents are current with recent updates to the Mission, Vision, Values, and Goals.
- Emphasis remains on students' success while providing programs and services that are affordable, accessible, and exceptional.
- Academic programs and other services offered to students and members of the community encourage lifelong learning and achievement of personal and educational goals.

1.B. Concerns:

- The college is an open-admission institution that serves a diverse group of students who may enter the college with academic deficiencies or other personal obstacles to completing a degree program. While the college strives for students' success, serving as an open-admission institution presents unique challenges.

1.B. Recommendations:

- Develop bridge programs or mini-sessions to help students quickly attain proficiency in deficient areas.
- Provide a list of resources, including information on child care, counseling, and transportation services.

1.B. Summary:

The CASC mission is articulated publicly through a variety of venues both online and in printed materials. With the recent updates to the Mission, Vision, Values, and Goals, staff, faculty, and students are becoming acclimated to these institutional priorities. Students' success is the driving factor for all programs and services; however, the college also recognizes the role it plays in the community and the importance of providing a variety of lifelong learning opportunities for various constituents.

1.C. The institution understands the relationship between its mission and the diversity of society.

CASC is committed to creating a supportive, learning-centered community that meets diverse student needs to achieve academic and personal goals for lifelong learning opportunities. Staff and faculty recognize the diversity of the students who attend CASC and the importance of meeting those students' needs.

Approximately 61% of CASC students are 24 or younger; approximately 39% of the students are adults 25 or older. A majority of CASC students attend classes full-time (71%) and must complete their coursework in addition to other responsibilities such as family and/or jobs. Staff and faculty are sensitive to students' needs and work with students on an individual basis to help them overcome obstacles in their classes. Tutoring services, library assistance, academic counseling, and a retention coordinator are available for students. Educational Opportunity Center (EOC) employees are available at both campuses to assist first-generation, low-income, or disabled adult students as they begin post-secondary education. Staff provide assistance with applying for federal financial aid, admissions applications, career advisement, and enrollment.

Cultural diversity is embedded in many of the educational programs across the campuses. Student Affairs conducts myriad special activities aimed at celebrating multiculturalism, and guest speakers and ethnic celebrations highlight multiculturalism and the global society. Events such as Hispanic Cultural Day, Black History Month, and international students' Country of the Month acknowledge the diversity of the student population and the global society in which the college operates.

In addition, CASC international students attend the annual International Student Awareness Day at the Oklahoma State Capitol. The event features free booths, entertainment, and local and international cuisine. Participants also have the opportunity to meet other international students and network with government, university, and business representatives.

While demographics in the state and in LeFlore and Sequoyah Counties may not indicate wide ethnic diversity, the influx of international students to CASC has enhanced the role of diversity on the campus.

Ethnicity Demographics			
	Oklahoma	LeFlore Co.	Sequoyah Co.
White persons	78.00%	81.40%	69.20%
Black persons	8.10%	2.30%	2.10%
American Indian and Alaska Native	8.00%	10.90%	19.20%
Asian	1.70%	0.30%	0.30%
Native Hawaiian & other Pacific Islander	0.10%	0	0
Persons reporting two or more races	4.10%	5.00%	9.20%
Persons of Hispanic or Latino origin	8.20%	7.30%	3.40%
White persons not Hispanic	70.80%	74.80%	66.60%

Percentages for 2009 ([1.C.1](#))

The international student population has grown significantly over the past decade. During the fall 2011 semester, CASC became the home institution for 37 international students from the following countries: Australia, Bahamas, Brunei, Canada, The Gambia, Latvia, Malawi, Nigeria, Rwanda, Senegal, Turkmenistan, and Zambia ([1.C.2](#)).

Each year, the Office of Student Affairs puts together an *International Student Handbook* covering academic life, student activities, transportation, laundry services, employment, banking, insurance and illness, food services, safety and security, cultural adjustment, and legal issues. International students attend an orientation at the beginning of each academic school year to review the handbook and to become better acquainted with each other and CASC staff. Other activities are scheduled throughout the school year to assist students in acclimating to the college and to America.

1.C.1. The institution addresses its role in a multicultural society.

CASC attempts to provide educational experiences that encourage awareness of cultural differences and foster a deeper understanding of other backgrounds and heritages as well as their own. These experiences allow students to investigate the possibility of pre-existing prejudices and the ability to learn to make positive changes in attitudes and behaviors, thereby encouraging an appreciation of human values and ethics in a multicultural society.

The International Student Club on the Poteau campus has activities for students, staff, and faculty to learn more about international students' home countries, traditions, cultures, and differences. College athletic events, dances, movie nights, bowling nights,

skate nights, and other student activities provide venues for students to learn about each other in social environments that enhance their understanding of others ([1.C.3](#)).

A new addition to the Development Foundation scholarships is one specifically for Hispanic students. The Steve and Pam Holton Hispanic Student Scholarship focuses on helping local Hispanic students attend CASC and pursue opportunities in their chosen career fields. This scholarship is available for students with a 3.0 GPA who plan to attend CASC full time ([1.C.4](#)).

1.C.2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

CASC serves residents from primarily LeFlore, Sequoyah, and Haskell Counties. A secondary market includes Adair, Latimer, Pittsburg, Pushmataha, Choctaw, and McCurtain Counties in Oklahoma and Sebastian County in Arkansas. The service area is primarily rural, and the population predominantly Caucasian; however, there are also a number of Native Americans and a growing Hispanic population.

The college works with the Cherokee Nation and Choctaw Nation, which are located within the service areas of the Sallisaw and Poteau campuses, to provide services to the Native American population. The Choctaw Nation has a representative at the Poteau campus to help Native American students with financial assistance, testing services, classes, and any other challenges that might arise during their time in college.

A high percentage of CASC students receive financial aid from federal, state, or institutional sources. In 2010-2011 for beginning full-time students at CASC, 94% received student financial aid; 91% received grant or scholarship aid. For all undergraduate students that year, 86% received grant or scholarship aid.

Services provided by EOC, Upward Bound, and Student Support Services are available to assist low-income students through financial literacy programs, personal counseling, academic advisement, test taking, orientation, and specialized courses geared for this population.

CASC is committed to providing support services to students with disabilities and recognizes that this group of students adds a significant level of diversity to the campus. Services are guided by Section 504 of the Rehabilitation Act of 1973 ([1.C.5](#)) and the *Americans with Disabilities Act of 1990* (ADA) ([1.C.6](#)) which prohibits discrimination against otherwise qualified individuals with disabilities and mandates that reasonable accommodations are made for such persons. CASC's goal is to provide assistance to foster independence and academic progress. Services are designed to remove classroom barriers that could hinder students' abilities to learn.

Changes made in the last 7½ years include a significant increase in the number of students who qualify for ADA accommodations ([1.C.7](#)). Also, intake forms have changed dramatically, and all ADA students now sign a verification form and a voter

registration form. CASC has implemented an Assistant ADA Coordinator at the Sallisaw campus to work directly with Sallisaw students in conjunction with the ADA Coordinator at the Poteau campus. The ADA Coordinator at the Poteau campus is also the Title III Counselor (as of January 2010) and is able to provide free counseling to all ADA students in addition to other accommodations.

Human diversity is acknowledged and appreciated on both the Poteau and Sallisaw campuses. CASC offers the Hispanic Cultural Day, Black History Month celebration, Country of the Month programs presented by international students, and residential housing programs that emphasize the importance of diversity and acceptance.

The Equal Educational Opportunities Act (EEOA) statement is found on all of the college's printed materials ([1.C.8](#)). From admissions applications to employment applications, the college is committed to nondiscrimination and equality for all. Employment practices include interviewing structures designed to prevent discrimination against applicants.

1.C. Strengths:

- CASC offers multiple programs and services to meet the needs of a diverse and multicultural society.
- Cultural and ethnic diversity are embedded in educational programs inside and outside the classroom.
- The college offers traditional and non-traditional students assistance with admissions, enrollment, academic counseling, and tutoring services.
- Financial assistance is available; a majority of the total student population (86%) is receiving grant or scholarship aid.
- The CASC Financial Aid Office provides financial aid workshops to area high schools.
- The college is committed to nondiscrimination and equality for all students through accessibility to all services provided by the institution.
- Native American tribes partner with the institution to ensure their tribal members receive financial assistance as available.

1.C. Concerns:

- The number of ADA students has significantly increased, stretching the resources of the institution.

- Because non-traditional students experience barriers to college success due to family obligations and job responsibilities, the college continues to explore ways to meet their needs. A recent development has been to designate the Retention Coordinator as a contact person for non-traditional students.
- Offering a variety of resources and assistance to all students continues to be a challenge as the student population is diverse and ever-changing.

1.C. Recommendations

- Designate a contact person for non-traditional students to work in coordination with the Educational Opportunity Centers on both campuses.
- Continue to provide individualized assistance to students in every aspect of the institution to encourage and to promote student success.

1.C. Summary:

CASC staff and faculty recognize the diversity of students who attend the college and the importance of meeting those students' needs. Through various opportunities such as Hispanic Day, International Student Club, Cherokee and Choctaw tribal career development and advisement, work-study employment, and ADA services, the college presents ways to meet students' financial, academic, and personal needs and to try to help those students be successful in their goals and aspirations.

1. D. The institution's mission demonstrates commitment to the public good.

Students' success is more than just completion of coursework and degree programs; it is also a realization that serving the community is a vital part of the learning experience. Students are encouraged through service learning opportunities within the context of the classroom and through campus compact activities outside the classroom to become involved in making differences in other people's lives and improving the communities where the students live and work.

CASC's mission to provide exceptional education encompasses the importance of the public good in that education also occurs outside of the classroom setting with community service activities and other initiatives. Students, staff, and faculty are encouraged to participate in community volunteerism in the local service areas. Students volunteer to assist with Chamber of Commerce events in Sallisaw and Poteau, to conduct trash pick-ups, to babysit at the Women's Crisis Center, to participate in food/clothing drives, to organize blood drives, to team with Tobacco-free LeFlore County to present tobacco-free education programs to local middle schools, to host the Harvest Carnival for special needs children in the community, to conduct book drives for elementary students, to work as Salvation Army bell-ringers, to read to elementary school students, to assist at the Boys and Girls Club of LeFlore County, and to participate in safety workshops, health and wellness fairs, and numerous projects sponsored by churches ([1.D.1](#)). Various

departments across the Poteau and Sallisaw campuses are active in serving the communities through other initiatives. For example, students in the Fine Arts Department present theatre and music productions and art exhibits ([1.D.2](#)).

The vision of the college is to provide an exemplary learning community by creating excellent educational opportunities responsive to the needs of the area and to enable students to achieve their aspirations and to develop into successful participants in an ever-changing world. Responsiveness to the needs of the community is demonstrated in many ways, including senior citizens programs, continuing education classes, business/community collaboration, and service learning projects. Several faculty have initiated service learning projects as part of the curriculum within class work.

Students, staff, and faculty also are involved in the community by providing free resources such as financial aid workshops and high school leadership programs. Many CASC staff and faculty are active in civic clubs, recreational and sports activities, public schools, Special Olympics, board memberships, church activities, political events, and other activities and civic organizations. One example is the Vice President of the Sallisaw campus who has served on the Sallisaw Chamber of Commerce Board of Directors and was co-chair of VisionQuest 2020, the strategic plan for the town of Sallisaw. She also is involved in the Sequoyah County Women in Business, which sponsors an annual clothes closet for students in the Power I program at CASC-Sallisaw, and is an active volunteer for the Sallisaw Main Street Program.

A core value of CASC is to enhance leadership through engagement and civic responsibility at local, national, and global levels. Students, staff, and faculty at both campuses are encouraged to participate in community activities and events in their hometowns with the expectation that those educational experiences are just as important as those that occur in a classroom or laboratory. Involvement in state and national initiatives also is encouraged.

1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

CASC serves the public in numerous ways. Campus facilities such as classrooms and other gathering areas are available for community use. CASC Sallisaw is host for a number of community events such as Town Hall, Historical Society, Chamber of Commerce, and Meet the Candidate events as well as education workshops and seminars for the Cherokee Nation, law enforcement, and emergency medical services. Opening the facilities for community needs provides a connection to the community outside the educational goals of the mission.

CASC Campus Police partners with the Poteau Police Department and the LeFlore County Sheriff's Office to provide not only a safe and secure campus environment but also a positive impact within the local communities through official Memorandums of Understanding (MOUs) and interaction on the campus and in the area. The college has

signed a Cross Deputation Agreement with the Choctaw Nation through the Bureau of Indian Affairs (BIA) that has been in effect since 2006. CASC's Poteau campus also serves as the mass immunization/prophylaxis site for LeFlore County ([1.D.3](#)).

The CASC Development Foundation seeks various cash donations from area residents and donors and provides opportunities for public engagement in college events for funding private scholarships. Foundation activities include the Christmas Gala, an annual chili cooking contest and feast, the Adopt-A-Scholar Program, and the Sallisaw Committee for Excellence banquet ([1.D.4](#)).

Service learning projects also are abundant on CASC campuses. One example is the Student Support Services (SSS) Program and Freshmen Success Scholarship Psychology Class that donated more than 100 children's books to the Redeeming the Family and Oklahoma Message Project during the fall 2011 semester. Mission of Redeeming the Family and Oklahoma Message Project is to improve emotional connections between children and parents separated by incarceration. In addition to books, the project sends children DVDs on which are recorded personal messages from their incarcerated parents. Students see the benefits of research and applying to real-life situations the knowledge, theories, and concepts learned in class. Another example of service learning is an oral interpretation class visiting Choctaw Nation Head Start to perform Dr. Seuss stories. Students follow up by writing about their experiences and by discussing the ramifications of their volunteerism.

In 2005, the college offered tuition waivers to displaced Hurricane Katrina victims. CASC employees and students also conducted a fund drive and a canned food drive to help the victims ([1.D.5](#)).

CASC is home to TRiO Programs, including Educational Talent Search (ETS), Upward Bound (UB), Upward Bound Math and Science (UBMS), Student Support Services (SSS), and the Educational Opportunity Center (EOC).

ETS staff visit area schools to offer career advisement, financial literacy workshops, and tutoring. Staff help participants with scholarship, financial aid, and college applications and provide leadership training during 2 camps in the summer. The camps include community service projects which not only benefit area communities but also benefit the participants by allowing them to learn more about their communities.

UB and UBMS staff visit area public schools to tutor program participants, and staff also check students' grades and school attendance to be certain students will be graduated on schedule. Students also participate in Citywide Trash Off, an annual cleanup project, which helps participants understand what it means to give back to their communities. The program also offers a summer session, during which students attend life skills classes and may also attend academic classes they will take in the fall in regular school.

SSS staff offer the Freshman Scholarship Class, and tuition is waived for participants. The program provides tutoring, counseling services, academic advising, and workshops to help participants prepare for and adjust to college classes. Staff also help participants

transfer to 4-year institutions and strive to meet with each participant every month to ensure students' success.

EOC staff visit area correctional facilities to offer orientation sessions, college classes, and career advisement. Staff guide participants in job searches, financial aid assistance, and other educational experiences. As part of the Trade Adjustment Assistance (TAA) program, EOC staff assist displaced workers seeking educational options by providing academic advisement, enrollment assistance, and financial aid counseling.

State Vocational Rehabilitation Services (VRS) maintains an office on the CASC-Poteau campus. VRS assists people with physical, visual, hearing, or mental disabilities to choose and to obtain jobs in appropriate careers. Primary services are counseling and job placement guidance. Individuals eligible to receive services possess a physical or mental condition that affects ability to work, can benefit from services in terms of achieving an employment outcome, and/or require vocational rehabilitation services to prepare for, obtain, maintain, or return to work. A variety of services are available to compensate for, to correct, or to remove barriers to employment. These services include vocational education, counseling and career planning guidance, education and training for work, special equipment (wheelchairs, artificial limbs, etc.), limited treatment of the disability to improve job opportunities, and/or job placement assistance.

In addition, CASC is host for a variety of community events, including the following:

- Dance recitals – annually
- Good Times Community Theatre – annually
- Cavanal Chorale – annually
- Poteau High School Senior Tea – annually for the past 12 years
- Proms for various schools – every year – varies from 4-8 schools per year
- LeFlore County Academic Bowl – annually
- Chili cooking contest – annually
- Oklahoma Middle School Student Council Meeting – hosted 2 times in last 12 years
- Oklahoma High School Maverick Wrestling Conference – 1 time
- High school sidewalk art contest – annually
- LeFlore County Bar Association – monthly
- National ACT – annually
- Heavener High School Winter Ball – annually
- Health fair – annually
- Blood drives – varies throughout each year
- Various sport banquets – varies 4-8 schools yearly
- Choctaw Nation – 2 times per year
- Oklahoma Gas & Electric – 1 time per year

- LeFlore County 4-H – 1 time per year
- Poteau Chamber of Commerce – 1 time per year
- Middle School and High School County Basketball Tournaments
- K-8 Science and Math (KESAM) workshops
- Youth-Force
- High school sculpture contest – annually
- Art exhibits
- Photography contests
- Battle of the Bands
- Cherokee Nation Computer Training
- Emergency Medical Technician (EMT) Training
- Writers Group

1.D.2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Exceptional education is an institutional value included in the mission statement. One of CASC’s goals is to prepare students for success in future educational endeavors, careers, and lives of service and leadership through high academic standards and rigor. Evidence of success in this goal is fact that CASC has been ranked in the top 10% of all community colleges nationwide, according to the Aspen Institute (2011).

Academic programs, course offerings, and degree completion are of utmost importance throughout the institution. Students’ success is measured through course completion, retention, and graduation. Faculty have established course objectives for each degree program across campus.

Academic integrity is combined with accessibility as CASC offers day, evening, and online courses to fit busy schedules for students, both traditional and non-traditional. Associate degrees are available entirely online in business administration, social science, and sociology/psychology, making a degree from CASC accessible to students at any location.

Because CASC is a state entity, it has no investors, parent organization, or external interests in the private business sense. The college answers to its students, community constituents, several accrediting bodies, and OSRHE.

1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

According to a 2011 External Stakeholder Survey, CASC was highly ranked in being a valuable asset to the community, enhancing the quality of life in the community,

providing community service and volunteer activities that are assets to the area, and serving as a venue for community events ([1.D.6](#)). The college was praised by one stakeholder as, “A great asset to this area. It has continuously improved during my 35 years in this city.”

Examples of engagement in the community include service learning through CASC classes, community events such as the Moms2College Fair, cancer survivor workshops, community-based theatre performances, sidewalk art contests, the Harvest Carnival for special education students, food drives, and blood drives ([1.D.7](#)).

The Moms2College Fair was one of 5 in Oklahoma during the spring and summer of 2010. CASC’s was noted as a model for future fairs. An OSRHE representative reported, “CASC did not receive any funding for its fair, but had, by far, the best in terms of door prizes, speaker, and variety of vendors and booths. The fair was exciting, and students were being assisted with financial aid and academic advisement during and after the fair. Administrators from CASC were present and spoke during the fair. The students were highly attentive and had questions for the speakers who were carefully chosen by the fair’s facilitator. The speakers were relevant to the students’ needs.”

CASC also was designated a 2012 Military Friendly School, which places the college in the top 20% of all colleges, universities, and trade schools doing the most to embrace America’s military service members and veterans as students ([1.D.8](#)).

1.D. Strengths:

- The Mission, Vision, Values, and Goals of CASC incorporate the importance of responsiveness to the needs of the area and helping students to be successful participants, demonstrating integrity in an ever-changing world.
- Honesty, courtesy, responsibility, and ethical conduct are encouraged for students and demonstrated by CASC staff and faculty.
- Community service projects and service learning initiatives occur throughout the campus community as the college recognizes its role to serve not only students but also the public good.
- Opportunities abound for students, staff, and faculty to recognize and to serve the public good.
- Success in educational endeavors is a primary concern; however, serving the community also is important as the institution is a rural community college.

1.D. Concerns:

- Approximately 25% of CASC students are Native American ([1.B.3](#)), giving the college an opportunity to develop more partnerships with tribal groups, primarily

the Cherokee and Choctaw Nations. The Sallisaw campus serves the Cherokee Nation, and the Poteau campus serves the Choctaw Nation. While both tribes have supported students and the college through donations for various activities, there are more opportunities to form partnerships with these tribal entities and to assist Native American students to be successful.

1.D. Recommendations:

- Develop a strong seamless interaction between the Cherokee and Choctaw Nations and the institution.
- Continue to expect and to ensure opportunities for community involvement by institutional faculty and staff as well as students.
- Encourage use of CASC facilities by the Cherokee and Choctaw Nations for courses such as tribal arts and crafts, tribal language, tribal cooking, etc., to be taught by tribal elders or other qualified tribal members or for tribal events such as powwows and political events.
- Encourage the Cherokee and Choctaw Nations to provide cultural events and educational information to all CASC students.

1.D. Summary:

CASC understands its role in recognizing and serving the public through a multitude of opportunities, including community service, continuing education, service learning projects, business/community collaboration, and a senior citizens program, to name a few. The Development Foundation sponsors annual events to engage the community in ways that support and provide scholarships for CASC students.

While educational pursuits are the primary focus of the institution, there also is a concern for engaging external constituencies and responding to those constituencies as can be allowed. The college has a role within local communities and is well praised by members of the community for the college's role within the area and for its service to students.

Criterion One -- List of Evidence/Supporting Documents

- 1.A.1 - [State System Overview](#)
- 1.A.2 – [Presidents - Community Colleges: functions of community colleges](#)
- 1.A.3 - [FY 2011-2012 Tuition and Fee Rates](#)
- 1.A.4 - [Annual Unduplicated Headcount Enrollment](#)
- 1.A.5 - [Course Transfer](#)
- 1.A.6 - [Retention Outcomes](#)
- 1.A.7 - [Graduation Outcomes](#)
- 1.A.8 - [Constitution of the State of Oklahoma, Article XIII-A, Section 2](#)
- 1.A.9 - [Oklahoma State Statute § 70-4423](#)
- 1.A.10 - [Oklahoma State Statute § 70-4423.1A](#)
- 1.A.11 - [Endowed Professorship Training: 2006-2007 - 2011-2012](#)
- 1.A.12 - [2011 student ratings of CASC academic aspects](#)
- 1.A.13 - [Business Office Mission and Goals](#)
- 1.A.14 - [Student Affairs Mission and Goals](#)
- 1.A.15 - [CASC Student Disability Services Mission](#)
- 1.A.16 - [Library Mission and Goals](#)
- 1.A.17 - [Health Sciences Programs Missions and Goals](#)
- 1.A.18 - [Athletic Department Mission, Vision, and Goals](#)
- 1.A.19 - [Student Support Services Mission](#)
- 1.A.20 - [Fall 2011 and Fall 2012 Headcount-FTE Comparison](#)
- 1.A.21 - [Student Satisfaction Admissions Survey](#)
- 1.A.22 - [Student Satisfaction Registration Survey](#)
- 1.A.23 - [Faculty Advisor List](#)
- 1.A.24 - [CASC Transfer Matrix](#)
- 1.A.25 - [The Chronicle of Higher Education tables](#)
- 1.B.1 - [CASC Mission, Vision, Values, and Goals: About Us](#)
- 1.B.2 - [Student Satisfaction College Services Survey](#)
- 1.B.3 - [CASC Demographic Graph](#)
- 1.B.4 - [Continuing Education information](#)
- 1.B.5 - [SrO Application and Newsletter](#)

- 1.B.6 - [Road Scholar \(formerly Elderhostel\) information](#)
- 1.B.7 - [Power I information](#)
- 1.C.1 - [Ethnicity Demographics](#)
- 1.C.2 - [*International Student Handbook*](#)
- 1.C.3 - [International Student Club news release](#)
- 1.C.4 - [Steve and Pam Holton Hispanic Student Scholarship news release](#)
- 1.C.5 - [Section 504 of the Rehabilitation Act of 1973](#)
- 1.C.6 - [*Americans with Disabilities Act of 1990*](#)
- 1.C.7 - [ADA participation chart](#)
- 1.C.8 - [Equal Education Opportunities Act statement](#)
- 1.D.1 - [Student organization community service activities](#)
- 1.D.2 - [CASC department community service activities](#)
- 1.D.3 - [CASC Campus Police Cross Deputation Agreement with Choctaw Nation](#)
- 1.D.4 - [CASC Development Foundation news release](#)
- 1.D.5 - [2005 Hurricane Katrina fund and food drive news release](#)
- 1.D.6 - [External Stakeholder Survey response summary](#)
- 1.D.7 - [Community engagement evidence](#)
- 1.D.8 - [2012 Military Friendly School designation](#)
- Evidence 1.1 - [Carl Albert State College List of Constituencies](#)