

Chapter  
4

# Criterion

# Three



Teaching and learning:  
Quality, Resources,  
and Support



Criterion Three Committee

## Chapter 4

### Criterion Three: Teaching & Learning: Quality, Resources, and Support

**The institution provides high quality education, wherever and however its offerings are delivered.**

Carl Albert State College (CASC) provides a wide selection of highly appropriate degree programs that are excellent preparation for the workforce or for further education. The curriculum and student support services provided by highly qualified and effective faculty and staff stimulate intellectual inquiry and the acquisition, application, and integration of broad learning skills. The college fully delivers on its promise to provide an enriched educational environment and the basic educational foundation necessary for success.

#### **3. A. The institution's degree programs are appropriate to higher education.**

##### **3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.**

The Oklahoma State Regents for Higher Education (OSRHE) gives CASC authority to provide the 2-year degree programs designed for transfer to either baccalaureate-degree-granting institutions or the 1- and 2-year technical and occupational education programs designed to prepare students to enter the labor market upon completion.

OSRHE requires a minimum of 60 credit-hours for all associate degrees. The credit-hour minimum required in CASC's associate of arts (AA) degrees is 63-65 and the maximum is 66-68. The minimum required in CASC's associate of science (AS) degree is 63-64 hours and the maximum is 67-68. The minimum in CASC's associate of applied science (AAS) degrees is 62 hours and the maximum is 72-75. Each degree meets or exceeds this minimum. The college awards 18 AA, 6 AS, 8 AAS degrees, and 4 certificates ([3.A.1](#)).

AA and AS degree programs are designed to satisfy the lower division curriculum of baccalaureate degree programs at colleges in the Oklahoma State System of Higher Education. Each associate degree program focuses student learning into a general education core section and a major coursework section. Of the overall 60 credit-hours required by OSRHE for students to earn an associate of arts or associate of science degree, a minimum 37 credit-hours of general core (also appropriate to most baccalaureate degrees at colleges/universities) and 23 credit-hours of major coursework is required, as detailed in the following table:

<b>OSRHE Minimum Requirements to Receive an Associate of Arts or Science Degrees</b>	<b>Minimum Credit-Hours</b>
Total semester credit-hours	60
General education	37
Course work applicable to Major	23

The following table illustrates how the AAS degree differs from the AA and AS degrees. The applied science degree requires a minimum of 60 hours, but the general education core is reduced to 18 credit-hours, while the course work applicable to the technical-occupational major specialty is increased to 27 credit-hours with additional support and related course work set at 15 credit-hours.

<b>OSRHE Minimum Requirements to Receive an Associate of Applied Science Degrees</b>	<b>Minimum Credit-Hours</b>
Total semester credit-hours	60
General education	18
Technical-occupational course work applicable to Major	27
Support and related course work applicable to Major	15

The curriculum for each degree, and therefore the credit-hours required, is determined within each division and is congruent with curriculum and credit-hours commonly required in all Oklahoma colleges for comparable degrees. OSRHE reviews degree programs every 5 years; an example of the review cycle for the 2011-2012 may be viewed in evidence ([3.A.2](#)). Nine CASC programs underwent formal program review in 2012, and modifications to program curriculum, credit-hour value, resources, and other improvement strategies may be recommended and implemented. Reviews contain both qualitative and quantitative measurements where data is collected and analyzed to support a program's effectiveness and efficiency.

OSRHE sets minimum number of in-residency credit-hours students must complete with CASC to earn a degree from the college. Each CASC degree program requires a minimum 15 credit-hours in residence. CASC requires students to complete 40 hours of general education core and 23 hours in a major.

The college assigns credit for courses according to OSRHE's uniform course numbering system with which all colleges and universities in the state system comply. Using this uniform system of course numbering, courses are easily identified by department, level, and credit-hour, giving students a more efficient and effective method of transferring coursework. Organized by academic department level discipline, OSHRE posts Course Equivalency Tables on its website showing how specific CASC courses transfer to another Oklahoma college or university ([3.A.3](#)).

CASC instructors deliver coursework to students through traditional classroom format, distance learning sites, and web-based instruction. There are no differences in the academic quality, admissions requirements, retention standards, or grade-determining evaluations for courses. Concurrent high school students experience collegiate level instruction through professional full-time and adjunct faculty who are academically qualified and who are prepared to deliver common course content in varied delivery formats. High school students taking instruction at distance learning sites (Muldrow, Roland, Sallisaw, Vian, and Howe Public Schools) are taught by full-time faculty and are provided the collegiate experience in a mix of college and high school students.

Accepted courses transferred to CASC from other institutions are comparable to the offerings at CASC. As a result of OSHRE establishing guidelines in admissions, retention policies, and course commonality, students who transfer from CASC to another state institution are permitted maximum transfer of credit-hours and coursework. OSRHE established the Course Equivalency Project through which transfer equivalencies among state institutions are defined, specified, and guaranteed. Faculty throughout the state system have agreed on equivalent coursework, and Oklahoma colleges and universities have agreed to credit these transfer courses as equivalents to their own coursework. The college's website is linked to OSRHE Course Equivalency Tables ([3.A.4](#)) and provides an easy access point for students evaluating course transferability.

Recognizing that learning may be attained outside the classroom through work, life experiences, and other independent sources, state institutions may award credit based upon established program criteria. Prior learning credits may be determined by faculty who are specialists in the area and based upon students having completed prior learning objectives/outcomes compatible to the objectives/outcomes within the course for which the credit is awarded. Documentation related to students' experiences is established by program faculty and is congruent with the objectives/outcomes of the didactic curriculum for which it is substituted. Learning also may be measured through standardized testing, including the College-Level Examination Program (CLEP), Advanced Placement Examination (AP), and departmental examinations, with credit awarded based on college catalog equivalents.

### **3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.**

CASC awards only undergraduate associate degrees and certificates. CASC is one of 12 community colleges in the state system that has defined function and courses of study

approved by OSRHE through authority by the Constitution of Oklahoma ([3.A.5](#)). OSRHE defines the community college function and gives CASC authority to provide 2-year degree programs designed for transfer to baccalaureate-degree granting institutions and the 1- and 2-year technical and occupational education programs designed to prepare students to enter the labor market upon completion.

Courses offered by the college have specific learning goals developed by course instructors in consultation with division chairs. Instructors work with division chairs and academic administrators to develop learning goals that enable students to become proficient in a specific subject, to know how to use their knowledge in the real world, to critically evaluate problems and to arrive at solutions, and to effectively communicate verbally and in writing. Instructors generate syllabi that outline what students should know at the conclusion of courses. Each course links content learning and program goals to the general education core or major course work, to transferability of courses into baccalaureate degree programs, and to value relevant to the workplace. Course descriptions and prerequisites are published in the college catalog. Course prerequisites are mandatory when competency in subject material is required for advancement. Course and program learning goals and outcomes are the focus of WEAVEonline, a new assessment tool CASC is using. With the guidance of this software, CASC faculty, staff, and administration will focus efforts on continuous improvement in the academic and administrative areas ([3.A.6](#)).

CASC offers 4 certificates with required credit-hours ranging from 19 to 34. Certificates at CASC have been approved by OSRHE. In general, certificates measure a set amount of learning designed to benefit students, employers, and/or the community and to impact the economy and quality of life of the area. While certificates typically do not lead to an associate degree, the child development certificate at CASC is the one exception where the 19 credit-hours of completed certificate hours may be used in full measure toward the associate degree in child development.

For its entire associate of arts and associate of science degree programs, CASC requires a minimum of 40 credit-hours in general education. CASC offers general education coursework that focuses learning on information all students are expected to know, including courses in communications, natural sciences, mathematics, social sciences, humanities, health, and computer proficiency. General education helps develop important life skills such as critical thinking, communications, research, and others. The general education design is compliant with OSRHE mandates and consistent with the college mission promoting student success. The following table lists subject and credit-hours students are expected to complete:

General Education Component	Credit-hours
English composition	6 hours
U.S. history and U.S. government	6 hours
Science (one course must be a lab science)	6 hours
Humanities	6 hours
Mathematics	3 hours
One course from the area of psychology, social sciences, foreign language, fine arts	3 hours
Additional liberal arts and science courses sufficient to bring the total to the 37 hour minimum.	

Learning obtained through the general education component is a complement to coursework completed in a student's major course of study. While general education provides students a common appreciation of facts and attitudes outside their main course of study, students learn competencies in specific areas of specialization or career interests that are designed to transfer to a university and complete baccalaureate degrees. Academic programs offered at CASC have undergone formal review and approvals by OSRHE.

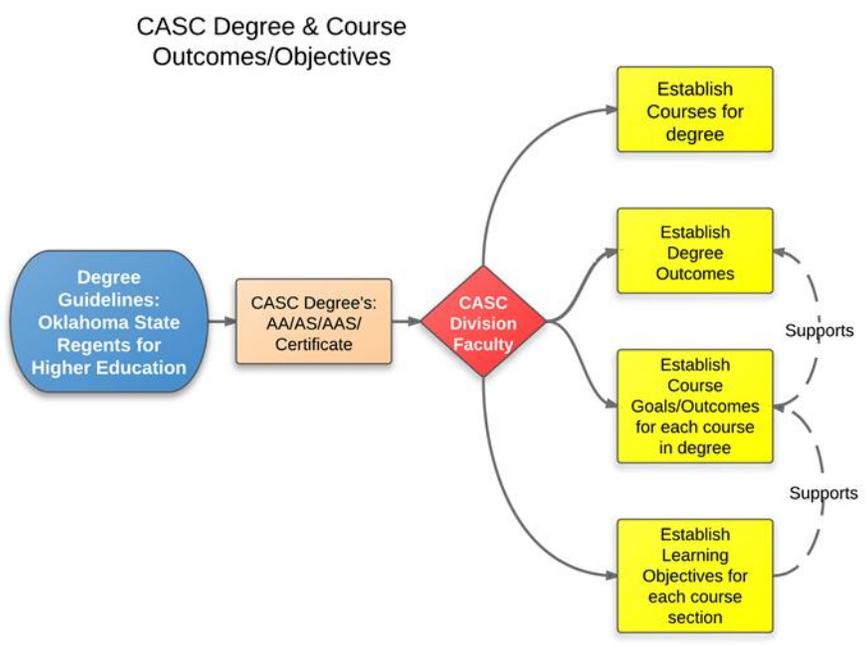
**3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).**

CASC offers degrees that can be earned on 2 physical campuses (Poteau and Sallisaw) via a virtual campus, through interactive television (ITV), or by a combination of the 3. Using OSRHE guidelines, each degree program contains the general education needed to instill students with knowledge and values necessary to be effective members of society and to achieve their educational goals.

The college uses a 3-step process to ensure the institution's programs and degrees are of high quality and that learning goals are consistent across all modes of delivery and location. The process begins with degree guidelines and transfer matrices established by OSRHE. Using OSRHE guidelines, the division in which a degree is offered establishes the courses required for attaining that degree. Once the required courses for the degree have been determined, appropriate goals and outcomes are established for the degree and each course in that degree at the division level. All faculty within the division, regardless of location (Poteau, Sallisaw, online), provide input for the formation of the common

degree goals and outcomes. Once the common degree goals and outcomes are established, faculty then designs their own course objectives, activities, and assessments to achieve those goals and outcomes.

This process promotes consistent learning goals and outcomes for multiple sections of a course across all offerings and locations. The process also allows each instructor academic freedom to determine course objectives and measures to best suit the venue, the students, and the instructor, while remaining consistent with the learning goals for the individual degree programs, divisions, institution, and the state (see flowchart).



Ensuring this process remains consistent and of high quality begins with each faculty member who designs and instructs the different sections of a course. Faculty review their syllabi, making sure their objectives and activities lead to the established learning goals and outcomes. At the beginning of each semester, instructors send copies of their syllabi to their respective division chairs for approval. The division chairs collect and review the syllabi from different sections to ensure that syllabi for each course remain consistent and support the learning goals for the course and degree program. The final layer is the Office of the Vice President of Academic Affairs where periodic checks of syllabi are made to ensure the process is effective.

### 3.A. Strengths:

- Instructors are able to customize their courses to maximize student learning but use the same learning outcomes as other instructors teaching a different section of the same course. This ensures that every student at CASC is being taught from a master set of goals and outcomes.
- The process also allows input into the goals and outcomes from all stakeholders responsible for instruction at CASC.

- Participation in the OSRHE Course Equivalency Project ensures appropriateness of degree programs.

### **3.A. Concerns:**

- Overall, while the syllabi review process has proven effective, it places a disproportionate amount of the evaluative process at the division chair level.
- Additionally, as syllabi tend to remain unchanged by instructors for many semesters, this review process is at risk of losing sight of the overall learning goals through content drift between different sections of the same course or degree.
- Adjunct instructors often “inherit” course objectives and outcomes in the form of syllabi without taking specific ownership of the stated course objectives, outcomes, and activities.

### **3.A. Recommendations :**

- The entire faculty responsible for instruction of a particular course should review each section of common syllabi each semester.
- All faculty who teach the same course should meet at least one time per year specifically to give and to receive input from their colleagues teaching the same course.
- Division chairs should receive an additional 3-hour course load relief to ensure adequate oversight of faculty within their respective divisions.
- Continue implementation of the WEAVEonline assessment tool.
- Ensure that established full-time faculty and respective division chairs advise and mentor adjunct instructors.

### **3.A. Summary:**

A solid, well reasoned approach to ensuring program quality and consistent learning goals is in place and is being actively used across two campuses, the Internet, and ITV. It involves both a top-down approach when establishing a degree or course goals and a bottom-up approach by allowing individual faculty to be responsible for the majority of the input into the system. The process ensures student learning and outcomes are consistent across all modes of instruction.

CASC adheres to OSRHE standards in its degree programs. CASC’s degrees require a minimum of 63 credit-hours while OSRHE requires a minimum of 60 credit-hours for a

degree. The college offers 28 associate degrees. Each CASC associate degree has a minimum of 15 in-residence credit-hours.

Instructors, in consultation with their division chairs and/or other division faculty, develop their own syllabi and have specific learning goals embedded in each syllabus. Copies of all syllabi are available in the Office of the Vice President of Academic Affairs. Syllabi, including specific learning goals, are coordinated among faculty when multiple faculty teach the same course. This provides continuity of content and goals regardless of the instructor teaching the course or of the mode of delivery.

**3. B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.**

CASC provides general education to its students in a manner that is congruent with the college's mission. Courses are offered on 2 physical campuses (Poteau and Sallisaw) and on-line. Courses are designed to support students' intellectual inquiry, and this is demonstrated by the varied learning and assessment activities embedded in courses. These activities support active learning on the part of students in that they are required to seek knowledge, to apply that knowledge, and to integrate that knowledge in support of learning and assessment activities.

**3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.**

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 meets its mission by providing general education to its students in the following ways:

1. **Affordability:** CASC offers the lowest tuition and fees among all Oklahoma schools of higher education ([3.B.1](#)).
2. **Accessibility:** CASC offers general education courses at the 1000 and 2000 levels on 2 campuses (Poteau and Sallisaw) and online through Blackboard.

3. Quality: CASC hires full-time instructors who possess, at a minimum, a bachelor's degree in their field of instruction, and, in the great majority of cases, master's degrees.

OSRHE defines and lists CASC as a community college and further outlines the functions of the public community college:

- A. Provide general education for all students;
- B. Provide education in several basic fields of study for those students who plan to transfer to a university to complete a baccalaureate degree;
- C. Provide 1- and 2-year programs of technical and occupational education to prepare individuals to enter the labor market;
- D. Provide programs of remedial and developmental education for those whose previous education may not have prepared them for college;
- E. Provide both formal and informal programs of study especially designed for adults and out-of-school youth and to serve the community generally with continuing education opportunities;
- F. Carry out programs of institutional research designed to improve the institution's efficiency and effectiveness of operation ([3.B.2](#)).

General education at CASC follows OSRHE guidelines in its course offerings, course transferability, and degree requirements.

CASC awards 3 types of degrees: associate of arts (AA), associate of science (AS), associate of applied science(AAS). The college also offers 4 certificates. OSRHE defines an associate degree as typically a credential requiring 2 years of full-time equivalent college work (at least 60 credit-hours). OSRHE recognizes 3 types of associate degrees: AA, AS, and AAS. OSRHE further defines "general education" as a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns common to all students by virtue of their living in a global society. Lower-division courses are numbered at the 1000 and 2000 levels and generally are taken in the freshman and sophomore years. Remedial/developmental courses are zero-level courses that do not carry college credit and are designed to raise students' competency to the collegiate level ([3.B.3](#)).

OSRHE basic general education core for an associate degree is composed of 37 credit-hours. CASC requires 40 credit-hours of general education for the attainment of the associate degree.

The general education program at CASC is appropriate as it adheres to the minimum requirements for the AA or the AS degree at any institution in the state system as

established by OSRHE ([3.B.4](#)). OSRHE further defines the requirements for attainment of an AAS ([3.B.5](#)):

Completion, as a portion of the overall 60 credit-hours, of a basic general education core of a minimum of 18 credit-hours listed as transferable on the State System Course Equivalency Project matrices, instructed by general education faculty (typically defined as a graduate degree or 18 graduate hours in the appropriate field), and which shall include the following:

General education	18 credit-hours
Technical-occupational Specialty	27 credit-hours
Support and related courses	15 credit-hours
	60 credit-hours total

CASC currently offers 18 AA degrees, 6 AS degrees, 8 AAS degrees, and 4 certificates. All AA, AS, and AAS degrees meet the general education criteria set forth by OSRHE. Additionally, OSRHE has outlined course equivalencies ([3.B.6](#)) to ensure transferability of courses within the public higher education system and has outlined Student Transfer Policies ([3.B.7](#)).

A thorough review of all CASC degree plans shows that each degree meets all OSRHE criteria for the AA, AS, AAS degrees and certificate programs.

CASC is committed to providing affordable and accessible educational experiences of exceptional quality which foster student success while upholding the criteria set forth by OSRHE.

**3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.**

CASC's general education offerings are published online and in printed schedules and are provided to the general public for review.

The *CASC General Catalog* provides degree plans which outline required courses per degree. The catalog glossary, in addition, provides course descriptions.

The college works in conjunction with other state institutions through the Course Equivalency Project established by OSRHE. Representatives from each state system institution meet yearly to confirm the viability of all programs.

CASC courses are taught sequentially and horizontally in respect to prerequisites, requirements, and common course goals and outcomes. This effort recognizes course study that requires a linear platform. Instructors maintain parallel course objectives and practices and employ compatible texts and course materials.

Course requirements are clearly reflected in syllabi. Course requirements are assessed by individual instructors through written and oral exams, research presentations and reports, creative works, portfolios, assigned projects, and capstones.

CASC's framework follows the standards set by OSRHE, as outlined in undergraduate degree requirements in the academic affairs section of the *OSHRE Policy and Procedures Manual* (3.B.8). CASC adheres to the general education requirement of 37 credit-hours and requires 3 additional hours in computer science, bringing CASC's general education credits to 40 hours. This framework ensures common core objectives, requires that the set curriculum is recognized and followed, and encourages, when possible, that knowledge taught in the classroom be linked to the off-campus world.

**3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work, and in developing skills adaptable to changing environments.**

CASC's degree programs require students to investigate topics related to the curriculum and to objectives of specific programs. Evidence of this can be seen within the individual degree programs such as Sociology/Psychology in the 2010-2012 *General Catalog* (3.B.9).

The college's degree programs require students to formulate various forms of inquiry, such as written reports and oral presentations that can be shared with others, as shown in individual instructor course syllabi (3.B.10).

CASC seeks to effectively engage students in collecting, interpreting, and presenting data. The college uses a number of resources, including current technology and up-to-date libraries, to assist students in mastering the academic rigor in the college's courses and programs. Following are examples of CASC's commitment to remaining current in the ever-fluid area of knowledge acquisition that allows students, as well as the college, to remain adaptable:

## Technology

CASC remains adaptable to changing environments by employing a variety of technology platforms:

- A. Blackboard Learn
- B. Applications
- C. Databases
- D. Portal (Vikeconnect)
- E. Open wi-fi
- F. Virtual electronic library
  - 1. Streamed videos
  - 2. eBooks
  - 3. Podcasts
  - 4. Remote access

## CASC Libraries

The Joe E. White Library on the Poteau campus was expanded and remodeled in 2007 to provide students, staff, and faculty an inviting, study-conducive atmosphere, including open stacks, reading and study areas, a reference area, circulation desk, and a copy machine. Computers are available and there are 2 group study rooms as well as an audiovisual area for individuals or small groups to view DVDs. Additionally, wireless Internet access is available. The Joe E. White Library also provides patrons a piece of Oklahoma history by housing the Carl Albert Museum, featuring memorabilia from the college's namesake, the late Speaker of the U.S. House of Representatives Carl Albert; Charlie Ward, administrative assistant to Speaker Albert, and the late State Senator Larry Dickerson, who represented Poteau and LeFlore County in the Oklahoma Legislature.

The 12,620-square-foot facility includes 31 computers through which students and other patrons can access a collection that includes more than 240 cataloged eBooks; more than 3,400 publicly available eBooks; more than 18,000 print materials in fiction, non-fiction, and reference, and 37 electronic databases. Open 58 hours per week, the library is visited by an average of 1,100 persons each week during fall and spring semesters. The library is staffed by a librarian/director, an assistant director, two part-time technical assistants, and work-study student assistants.

The Delores O'Guin Mitchell Library on the Sallisaw campus opened in 2007 and serves as a central gathering place for students, fostering peer involvement. The Delores O'Guin Mitchell Library is primarily an electronic library, offering computers for patron use. This library also offers wireless Internet access and includes reading and study areas and a copy machine. A reserve room with a print book and periodical collection for the nursing program also is available.

Sallisaw campus students have access to all the Poteau campus collections and databases through 22 public-access computers. Staffed by a part-time librarian, 2 part-time technical assistants, and student assistants, the Sallisaw campus library is open 58 hours each week and serves an average of 1,000 patrons per week during fall and spring semesters.

Another service provided by the libraries for students and faculty is the ability to place materials on reserve. Students access reserve materials at the circulation desks. Ongoing “weeding” of library materials ensures the resources are current and relevant.

The libraries have an online catalog providing detailed bibliographic records for more than 18,000 cataloged materials. The libraries subscribe to numerous electronic resources, including databases, eBooks, and streamed videos. These resources can be accessed in the library or via any other campus computer. Remote access to all electronic resources also is available.

#### **3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.**

The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work by offering diverse courses in humanities and cultural studies.

CASC’s recognition of human and cultural diversity is reflected in the *CASC Policies and Procedures Manual*, enrollment procedures, and many clubs and courses offered at the college. Diversity also is reflected in the curriculum of the various degree programs. Students are encouraged to reflect and to investigate diversity in the world and how they fit into this structure.

The college’s recognition of human and cultural diversity is reflected in statements from the *CASC Policies and Procedures Manual* ([3.B.11](#), [3.B.12](#), [3.B.13](#)), enrollment procedures ([3.B.14](#)), many clubs ([3.B.15](#) and [3.B.16](#)), and courses offered at the college. Diversity also is reflected in the curriculum in the various degree programs.

#### **3.B.5. Faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.**

The contribution of students to creative work and the discovery of knowledge to the extent appropriate to their programs are enhanced through the development of communication skills. To develop their communication skills, students are required to write reports and to make presentations. Through the college’s programs and mission, students learn the importance of social responsibility and understanding of how personalities, norms, and values are developed.

### **3.B. Strengths:**

- CASC offers a diverse array of associate degrees and certificates that meet all required OSRHE criteria.
- Transfer matrices ensure all AA and AS degrees are transferable to Oklahoma 4-year institutions.
- CASC also meets its mission by providing remedial course work for students whose previous education did not prepare them for college course work.
- Several general education courses and courses in majors are offered online through Blackboard.
- The college also has an active Continuing Education Office that provides short classes on various topics to adults in the general public for small fees.
- CASC assists its service area by having physical campuses in Poteau and Sallisaw and through online and ITV courses.
- The college offers courses to develop students' creativity and knowledge.

### **3.B Concerns:**

- Several programs have few, if any, students declare the programs as a majors.
- The mission statement declares that students will attain success without defining "student success". This statement is poorly supported in public documentation, and because "student success" has not been defined, assessment of success is troublesome.
- It is difficult for a small college to keep up with ever-expanding human and cultural diversity.

### **3.B. Recommendations:**

- The institution needs to define in specific, measurable terms what is meant by the term "student success" so that it can be properly assessed to ensure the institution continues to meet its mission.
- Create more on-campus programs that would expand the interest of world diversity.

### **3.B. Summary:**

CASC offers 18 AA degrees, 6 AS degrees, 8 AAS degrees, and 4 certificate programs.

All 36 degree and certificate programs meet the definition of a community college as defined by OSRHE and evidenced through a review of all degrees at CASC. Also, the college has an active Continuing Education program specifically for adults who are not current students. In addition to meeting the institution's mission, the college's AA and AS degrees are transferable under the transfer matrices to 4-year institutions as meeting the required lower division (1000- and 2000-level) course work at those 4-year institutions.

By offering diverse courses, the college's programs recognize human and cultural diversity.

The college has general education requirements as well as professional education requirements that are in keeping with OSRHE and provide students a solid foundation to meet their future pursuits whether they are embarking upon a career immediately after graduation or continuing their educations by transferring to 4-year institutions. Students are able to plan their educational pathways by using the college's degree plans available on the CASC website, in the Office of Admissions, or from academic advisors. Courses common to colleges are comparable and satisfy transfer requirements. This congruency is facilitated by the college's participation in the Course Equivalency Project (CEP) through the state system.

The college has adequate resources to support student learning, evidenced by common classroom resources such as computers, projectors, and learning tools specific to the needs of the particular courses; new science labs are prime examples. Additionally, the college has open wireless Internet access through both physical campuses. The libraries each have hard copy resources, computers, and a shared virtual electronic library available to support student inquiry.

**3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.**

Full-time and part-time teaching faculty at CASC have expertise in their areas of responsibility and meet proper certification and/or educational levels with a minimum of bachelor's degrees in the appropriate fields.

Professional development is encouraged, and tuition reimbursement is available for faculty pursuing degrees. An evaluation process is in place to assure proper instruction and student satisfaction.

In addition to teaching responsibilities, faculty also are required to keep 12 office hours per week to assist students. Students also have available to them the Learning Resource Center, financial aid officers, retention specialists, counseling services, and other means of support.

**3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance,**

**establishment of academic credentials for instructional staff, and involvement in assessment of student learning.**

All full-time faculty carry a 15-credit-hour teaching load per semester and maintain 12 office hours per week. Courses taught in excess of the required 15 credit-hours are counted as overload, and faculty are compensated. Faculty overloads are generally 3 credit-hours and do not exceed 6 credit-hours except in extenuating or unavoidable circumstances.

Each semester, division chairs collaborate with full-time faculty in the creation of the course schedule to provide the number of courses compatible with the number of qualified faculty available and student need based on projected enrollment.

CASC also hires part-time and adjunct faculty in an effort to meet the learning needs of the community served by the college. Part-time/adjunct faculty are expected to meet at least the minimum required qualifications of their full-time faculty peers or have a demonstrated expertise in their teaching area, as determined by the Vice President of Academic Affairs and appropriate division chairs. Prospective adjunct faculty must submit an application packet which includes official transcripts, certificates, licensing, or other acceptable credentials. This information is kept on file in the Human Resources Office ([3.C.1](#)).

Faculty involvement in student assessment includes incorporating assessment criteria in syllabi for each course using WEAVEonline. Faculty employ the assessment criteria throughout the semester for each course they are teaching in order to determine students are meeting the expected measurable learning goals for the course. CASC faculty also are involved in assessment through teaching capstone courses in each major. Students also are required to take the standardized Collegiate Assessment of Academic Proficiency (CAAP) as an assessment measure during their last semester at the institution.

**3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.**

At a minimum, all faculty have a bachelor's degree; the majority (69%) have master's degrees. If faculty (full- or part-time) do not have the minimum degree required, they are obligated to complete the minimum required degree in a timely manner and are closely monitored by a division chair or a designated faculty member.

All faculty who are teaching in programs with credentialing requirements have the required credentials and/or licenses.

**3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.**

Instructors are evaluated regularly according to established institutional policies and procedures. Annual self-evaluations are completed and presented to the department heads or division chairs who hold a conference with each instructor to discuss the merits of evaluations. Each semester, students in one or more of all instructors' classes are

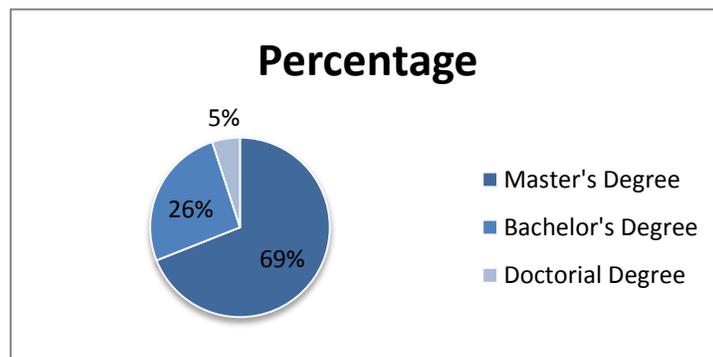
given the opportunity to assess their instructors' performances, and the instructors receive the results of the evaluations.

An instructor other than the one being evaluated conducts the evaluation by providing each student a detailed evaluation form and a pencil. Students are advised to provide an honest assessment of instructors, courses, and facilities. Students are also encouraged to include comments. The forms are tabulated, and the department heads and the instructors receive the results of the assessments.

In their respective areas, department heads observe instructors' work and meet with each instructor in one-on-one private conferences. The instructors' strengths and weaknesses are discussed, and instructors are encouraged to work on eliminating weaknesses and to continue building on the strengths.

**3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.**

CASC's *Policies and Procedures Manual* provides guidelines governing the responsibilities of CASC faculty. The growth of instructors also is covered in the manual. The qualifications of faculty hired are determined by the Vice President of Academic Affairs in consultation with the chair for the division. It is preferred that faculty have a minimum of a master's degree related to their teaching assignment. Currently, out of 55 full-time faculty, 38 (69%) have a master's degree, 14 (26%) have a bachelor's degree and 3 (5%) have a doctorate.



If hired without a master's degree, faculty might be required to pursue their master's. Some educational programs in the college, such as the nursing program, have guidelines established by professional accreditors and/or state agencies regarding the ratio of bachelor's to master's faculty permitted within the program. For these types of programs, faculty lacking the master's degree will be required to obtain their master's degree within a preset period of time. The college supports the pursuit of a master's degree or a doctorate degree in the form of tuition reimbursement based upon their earned grades. An "A" or "P" reimburses \$250/3 credit-hours; "B" reimburses \$200/3 credit-hours; "C" reimburses \$150/3 credit-hours. Once the advanced degree is obtained, the instructor's salary is adjusted appropriately, based upon the degree earned. Adjustments

are as follows: master's--\$600/year with a one-time bonus of \$1,000; doctorate--\$1,000/year ([3.C.2](#)).

Faculty roles are specified in the same manual ([3.C.3](#)) and CASC job descriptions ([3.C.4](#)). Responsibilities and duties include teaching assigned courses at the contracted load, advising, maintenance of various records related to teaching, serving on college committees, supporting student activities and clubs, maintaining office hours, developing course syllabi, and submitting syllabi to the Vice President of Academic Affairs.

Division and department budgets normally do not provide financial support for professional development; however, the CASC Development Foundation has an endowment fund, a portion of which is available to faculty each academic year through the Endowed Professorship program. For the 2011-2012 academic year, \$71,100 was distributed to faculty; \$68,000 is available to faculty for the 2012-2013 academic year.

The process for allotting Endowed Professorship funds follows: Faculty receive an announcement at the end of each spring semester, and requirements are identified. The endowment board reviews applications and awards funds. Faculty receiving funds must send notes of appreciation to the donors supporting their specific award, present the benefits of the award to local civic groups, provide press releases to the college public relations officer, and submit receipts and travel vouchers for allotment of the funds. For the past few years, focus has been on funding enrichment activities that include students. On an individual basis, the college also supports specific professional development activities as needed for effective implementation of the curriculum.

Competition for Endowed Professorships is strong, and not all applicants can have their projects funded. For the 2011-2012 academic year, faculty requested \$155,000. Approximately half of the requested amount was awarded, which was beneficial to the college, its faculty, programs, and students, but it still left \$83,900 in requests unfunded. Providing developmental funds in division and department academic year budgets would help fund the requests that cannot be met by the endowment fund.

### **3.C.5. Instructors are accessible for student inquiry.**

Unlike most college or university faculty who observe 3 to 4 office hours weekly, CASC instructors are contractually obligated to make themselves available to their students for 12 hours each week. Office hours are posted prominently on office doors, on instructor web sites, and in syllabi. Students who are unable to take advantage of posted office hours are encouraged to make appointments with their instructors at times convenient to both student and instructor. E-mail and phone access also is available, and directories are clearly placed on the CASC website.

### **3.C.6. Staff members providing student support services such as tutoring, financial aid advising, academic advising, and co-curricular activities are appropriately qualified, trained, and supported in their professional development.**

Staff providing support services generally have a minimum of an associate degree as well as proficiency related to the job in the form of educational courses or previous

experience. The college's Learning Resource Center provides tutoring for students in all major subject areas, and tutors are recommended by faculty who review potential tutors' transcripts and recommendation letters. Also, a grade of a "B" or higher in coursework is required, and students selected are required to complete training and orientation prior to working as tutors.

Seven out of 8 Financial Aid Office staff have degrees ranging from associate to bachelor's. The one employee without a degree has 7 years' experience and is working toward an associate degree. Staff are qualified to advise students regarding financial aid and maintain current knowledge of state and federal regulations relating to financial aid assistance. Staff attend the following workshops or conferences annually: Decentralized Training, Federal Student Aid Conference, Oklahoma Association of State Financial Aid Administrators, and National Association of Student Financial Aid Administrators.

Students receive academic advisement from staff and faculty in Admissions and Records, academic areas of interest, Student Affairs, Title III Retention Services, Student Support Services, Educational Opportunity Center, Educational Talent Search, Upward Bound, Upward Bound Math Sciences, and Guidance Center. Staff hold degrees that range from associate to doctorate. Services provided are enrollment in general courses and related areas of interest, career and transfer counseling, assistance with academics and retention, and student enrichment activities. Services provided under the TRiO programs include individual and family counseling, alcohol awareness and drug prevention, *Americans with Disabilities Act* (ADA) oversight, resume writing, ACT and COMPASS test preparation, life skills workshops, financial/economic literacy workshops, and activities. Program coordinators attend both the national meeting of the Council for Opportunity in Education and the state meeting of the Oklahoma Division of Student Assistance.

Professional counseling is available to students through Student Supports Services and the Title III program. Counseling services staff hold master's degrees in counseling and one counselor is a licensed professional counselor (LPC).

### **3.C. Strengths:**

- Faculty have the opportunity to receive Endowed Professorship funds to support professional development.
- Faculty can receive partial tuition reimbursement when pursuing a graduate degree.

### **3.C. Concerns:**

- Not enough Endowed Professorship funds are available to fully support professional development for all full-time faculty.
- Priority for awarding Endowed Professorships has shifted to activities that are focused on students. This might not always permit faculty professional development activities.

- Tuition reimbursement does not fully cover cost of tuition and does not include associated expenses such as fees and books.
- The salary base occasionally leads to challenges in filling full-time faculty positions.

### **3.C. Recommendations:**

- Provide funds for each division/department to support professional development even if the awarding of these funds must be rotated annually so that each full-time faculty member receives support for professional development at a minimum of once every 2 years.
- Increase tuition reimbursement to cover the full cost of tuition at a minimum and, ideally, to cover associated expenses such as fees and books.
- Increase the salary base of full-time faculty to ensure highly qualified instructors are hired.

### **3.C. Summary:**

The college has both full-time and part-time teaching faculty. Faculty have expertise in their areas of teaching responsibilities and where applicable have credentials (such as a nursing license) appropriate to their area of responsibility. Faculty are expected to have a minimum of a master's degree to teach at CASC, but in exigent circumstances, the college will hire faculty with bachelor's degrees with the expectation they immediately begin to work on their graduate degrees. The college offers tuition reimbursement to assist the faculty in acquiring graduate degrees. Faculty also receive support through Endowed Professorship funds to support professional development.

Instructors are evaluated at least twice annually on their courses and how the students feel the course meets their educational needs. Division chairs share the results of these evaluations with the faculty each year.

Faculty are required to maintain 12 office hours each week. This provides students generous opportunities to meet with instructors when students need more individualized guidance. Additionally, faculty are available by phone or through e-mail. This is particularly beneficial to students enrolled in online courses.

The college offers a variety of student support services, including a Learning Resource Center that provides tutoring. The college also has financial aid officers who provide financial aid counseling as prescribed by federal regulations.

### **3. D. The institution provides support for student learning and effective teaching.**

Students receive support in a variety of ways. From the individual instructors, advisors, financial aid officers, admission specialists, and tutors, to the counseling services, retention specialists, and others, CASC places students' success and support at the forefront of its mission.

Classrooms are fitted with the latest technology, and instructors are trained in the use of these new tools to evolve and to develop more effective teaching styles.

### **3.D.1. The institution provides student support services suited to the needs of its student population.**

The college is concerned about the quality of life and welfare of students. Support services fall under the Student Affairs Office. Programs and services provided under the student affairs component are athletics, career planning, counseling, academic advisement, student disability services, financial aid advisement, student government, special events, student activities, recreation, and intramural sports.

The Student Affairs Office and retention specialist under the Title III program coordinate retention efforts. At the beginning of enrollment, students are assigned advisors to assist them with their areas of study as well as students' individual needs that might affect their success in college. The primary functions of retention services are to help students overcome obstacles that prevent them from completing their degrees and to connect students with the appropriate campus resources such as financial aid and financial opportunities, counseling, campus events, computer access locations, mentors, tutors, and clubs and organizations.

CASC's federal TRiO Programs assist students in several areas. Student Support Services is designed to assist college students, who meet income guidelines, to complete courses of study. Services include tutoring; personal, academic, and career counseling; cultural enrichment, and transfer assistance to bachelor's degree granting colleges and universities.

The Guidance Center assists students and graduates prepare for careers and helps with the transition from a 2-year college to a 4-year curriculum. Center staff also provide assistance with career planning, resume writing, transfer admission, and transfer scholarships.

CASC is committed to meet the needs of students with disabilities and provides services in accordance with Section 504 of the Rehabilitation Act of 1973 and the *Americans with Disabilities Act of 1990*. CASC also provides free counseling to students who are struggling with school, home life, or a disability. The goal of CASC counseling services is to improve the quality of life so that personal and academic growth can take place.

The college continues to invest in technology to provide faculty media to increase the effectiveness of their instruction and to support student learning. Computers, projectors, and SMARTboards are positioned in classrooms throughout the campus. Computer labs, with a wide range of time availabilities, provide easy access for students. Portable computer labs (with laptop computers) allow computer accessibility in classrooms

without permanent computers. These labs, combined with wireless zones, provide campus-wide Internet access.

The college, through its Office of Telecommunications and Information Systems (TIS), continues to support students, staff, and faculty in use of technological tools. Online instructors are required to complete a training course to ensure they are adept in the use of the technology. Students enrolling for the first time in an online course receive the necessary instruction to begin the course. A tutorial on the college's website provides instructions on how to access both online courses and student e-mail.

Appropriate equipment and tools are in place for course laboratories. New science labs in the recently constructed Deanna J. Reed Science and Math Center are equipped to provide excellent learning experiences.

The Director of Libraries ensures library resources at both the Joe E. White Library (Poteau campus) and the Delores O'Guin Mitchell Library (Sallisaw campus) are current, complete, and accessible to all students and instructors. Students in all courses of study find readily accessible materials sufficient for enhancing learning, performing research, and preparing for future employment. There are many books, eBooks, newspapers, films, databases, and reference materials available in the libraries, and interlibrary loan services ensure materials are available for all topics. Library staff provide assistance to make use of the materials expedient, allowing students to proceed with learning.

Instructors take interest in their students' successfully completing their courses. In addition to instructors encouraging and directing students, tutoring is available through the Learning Resource Center (LRC). The center has a computer lab along with programs to help students improve study skills and prepare for exams. The CASC-Sallisaw campus provides tutoring in room SC8025.

To enhance learning and to help build character, the college sanctions and supports 35 student clubs and organizations. Because they recognize the benefits students gain from participating in these organizations, staff and faculty volunteer as sponsors.

The mission of the Financial Aid Office is "To provide the students of Carl Albert State College a means of obtaining their educational goals. Realizing that financial aid is a vital part of most students' education, we are dedicated to providing the highest level of service as it relates to information, timeliness, and accuracy." In fulfilling this mission, the office monitors its students' indebtedness, default rates, and repayment of student loans and acts upon the results. Financial aid advisors review student files and inform students of their eligibility for financial aid, obligations, and rights. The office maintains a detailed webpage that outlines financial aid opportunities and information regarding the application process.

The CASC Office of Admissions and Records maintains accurate records for each student regarding course completion, grades, and degree completion.

Students' learning is supported through the college's investments in technology, technological support, and library resources. Students are further assisted by the college's

attention to financial aid and services, counseling services, and individual attention provided to each student. These measures allow flexibility, encourage students, and promote students' development and success.

**3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for placing entering students in courses and programs for which the students are adequately prepared.**

Placement tests, Computer Adaptive Placement Assessment and Support System (COMPASS) tests, and ACT assessments are provided to entering students and are used to determine eligibility for admission as well as placement into classes. For students with scores indicating deficiencies, developmental courses are available. CASC offers three non-credit developmental courses: MATH 0113 - Developmental Math, MATH 0123 - Intermediate Algebra, and ENGL 0123 - Fundamentals of English. One developmental course, ENGL 0113 - Fundamentals of Reading, is offered for credit.

As previously noted, the college provides free tutoring at both campuses.

**3.D.3 The institution provides academic advising suited to its programs and the needs of its students.**

Faculty serve as primary advisors to students. CASC's *Policies and Procedures Manual* clearly outlines instructors' responsibilities. Item C in the list of responsibilities and duties states, "During pre-registration and where applicable during registration, serve as advisors to students in instructor's major field" (3.D.1). This section also identifies additional duties related to students, such as communicating with students concerning problems, encouraging students to attend courses, and reporting excessive absenteeism.

Staff in the Office of Admissions and Records may advise students in the event a faculty advisor is not available at the time students request assistance. Employees in the Office of Student Affairs and in the Office of Academic Affairs also may advise students when their designated faculty advisors are not available; however, students are encouraged first to seek advisement from their faculty advisors or designated substitutes within divisions or departments.

When early enrollment opens, divisions are required to have faculty advisors available in their offices from 1-4:30 p.m. Monday through Thursday and 1-4 p.m. Friday during the first two weeks of early enrollment. At the end of the first 2 weeks of early enrollment, divisions are expected to have faculty available by appointment to meet with students for advisement. Faculty are required to post 12 office hours each week. Students seeking advisement can consult posted office hours and then visit their faculty advisors' offices during those times. If students are unable to meet with their faculty advisors during posted office hours, they are encouraged to make appointments at mutually convenient times.

**3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological**

**infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).**

Course delivery is available through traditional classrooms, online courses, and interactive television (ITV). Night courses and interim courses also are offered. In addition, some degrees can be completed through online courses. Faculty who teach online courses communicate on a regular basis with students using communication tools within each course. In the traditional classroom, CASC provides a variety of classroom tools to enhance student learning, including, but not limited to, projectors, computers, campus-wide Internet access, and appropriate equipment and tools in course laboratories ([3.D.2](#)).

TIS staff provide faculty in-depth training and support concerning online course management. TIS staff also provide students online course instruction and support through the college website along with one-on-one support when necessary.

The college provides free wireless Internet access across the campuses so that residential students, commuting students, staff, and faculty can use personal devices such as laptops and smart phones.

Computer labs are located across the campus to facilitate students' research and learning. The LRC on the Poteau campus and the tutoring lab (room SC8025) at the Sallisaw campus both provide one-on-one tutoring along with computerized tutorials designed to remediate at different levels in core disciplines. The Title III program works in conjunction with the LRC to provide additional tutoring options. The Title III program links students to staff and faculty who serve as mentors. The Title III program retention specialist conducts retention research, works with staff and faculty to develop retention strategies, and helps students address obstacles to education and find resources necessary to aid in their academic endeavors ([3.D.3](#) and [3.D.4](#)).

The CASC Development Foundation's Endowed Professorship program is a critical venue for encouraging faculty to investigate current trends in their disciplines and for providing opportunities for research-based activities. These resources foster professional development to ensure faculty and, in turn, students are benefitting from current educational models and practices.

The Joe E. White Library on the Poteau campus offers open stacks, reading and study areas, and a reference area. More than 30 computers are available for patron use, and there are 2 group study rooms and an audiovisual area. The library contains an array of print periodicals, videos, and books, including materials specifically requested by faculty. The Delores O'Guin Mitchell Library on the Sallisaw campus is primarily an electronic library offering 22 computers for patron use. The library includes reading and study areas and a reserve room with a print book and periodical collection specifically for the nursing program. Both libraries have an online catalog and subscribe to numerous electronic resources. The library webpage on the CASC website includes databases, search engines, videos, films on demand, and an array of additional multi-media sources. Through e-mailed attachments, the library keeps staff and faculty up to date on all

materials and resources the library offers. Library staff also offer specialized workshops tailored to meet the needs of faculty and other staff (3.D.5).

On the Poteau campus, the new Deanna J. Reed Science and Math Center (31,400 square feet) includes faculty offices, classrooms, and 5 up-to-date labs for physical and biological sciences. The Division of Health Sciences features labs for students in specialized programs such as nursing and physical therapist assistant. The Sallisaw campus has one biology lab and one chemistry lab. Labs are stocked based upon course needs as established by faculty and are in compliance with safety regulations related to the specifics of the lab. Specialty programs such as nursing have clinical affiliations with practice sites to which they routinely schedule students for clinical learning courses.

The college's art department provides equipment, space, and materials for courses in painting with water color, oil, and acrylic; photography; metal design, and ceramics. The art room and other facilities are equipped to display for exhibits and competitions.

The institution provides the dramas and speech department an auditorium featuring Fresnel and ellipsoidal lighting fixtures, sound equipment, quality microphones (including cordless), sound panels, a stage floor, and adequate seating in the main auditorium (3.D.6).

CASC uses the college website (<http://www.carlalbert.edu/>), student portal/student e-mail, *Student Handbook*, campus closed-circuit TVs, news releases, student newspaper, campus radio station, and orientation classes to disseminate information throughout the campus.

The CASC student and employee portal on the school website is a critical element in creating a hub of information for students, staff, and faculty. Through the portal, students can view their accounts, access their CASC e-mail accounts, view financial aid information, enroll in courses, and check grades. The staff and faculty section of the portal contains several tabs leading to specific information and functions such as course rosters, grade entry, advisor capability, employee forms and payroll information, basic software help, and school notices and deadlines.

### **3.D.5. The institution provides to students guidance in the effective use of research and information resources.**

Although CASC is not a research-based institution, faculty provide guidance in the classroom and as advisors when students investigate course curriculum. The library uses technology to provide guidance to students' research inquiries conducted in relation to courses.

The library website features research information and instruction along with hard copies in the form of handouts. The library offers research workshops tailored to specific courses so that curriculum-related research resources are emphasized. In addition, the library provides database subscriptions that broaden the arena of available research sources.

Although there is not a standardized writing-across-the-curriculum requirement, many freshman and sophomore general education and degree-specific courses provide research instruction and require research-based assignments. Of course, Freshman Composition II courses are devoted to the topic of academic research. To supplement courses that require researched writing assignments but do not have direct access to a computer lab, TIS has created mobile computer labs consisting of carts, each equipped with 20 laptops. On the main campus are 3 mobile labs: Business and Technology, Health Sciences, and Social and Behavioral Science/Communications and Fine Arts. The Sallisaw campus has 2 mobile labs with a total of 45 laptops.

CASC built its wireless infrastructure in early 2006. Staff, faculty, students, and guests have wireless Internet access throughout the campuses, allowing access to information and research through personal electronic devices.

The required freshman orientation course includes a library presentation and guide along with materials to fully inform students about the library, library website, and various library research resources ([3.D.7](#)).

### **3.D. Strengths:**

- CASC's investments in technology have created diverse methods of course delivery which has aided the learning process and allowed more students to enroll.
- Extensive library materials coupled with outstanding library staff equips students and faculty with enhanced learning resources.
- Instructor's individual attention to students' success is one of the college's greatest strengths
- The new Deanna J. Reed Science and Math Center has 5 dedicated labs; the previous science/math building had only 3 labs. Thus, more science courses can be offered and students have greater access to information. The building also includes larger offices and additional office space available for new faculty.
- CASC libraries play crucial roles in providing access to research resources. Library staff also have created a highly user-friendly environment.
- The student and faculty portal provides a one-stop electronic nucleus that gives finger-tip access to all forms of pertinent institution information and tools.
- Campus wi-fi provides quick access to information and promotes research.
- Students are provided excellent advisement opportunities because faculty in students' areas of interest serve as their advisors.

- Faculty are required to maintain 12 office hours per week, giving students abundant opportunities to meet with their advisors.
- To accommodate students' lifestyles, diverse methods of course delivery are standard resources.
- Library staff and library resources are of paramount importance for both students and faculty.

### **3.D. Concerns:**

- Addition of the new science labs on the Poteau campus has increased need for expendable materials to supply each lab.
- All classrooms are not equipped with SMARTboards. There are only 5 SMARTboards on the Poteau campus, and the Sallisaw campus has only a single classroom with a SMARTboard.
- Although many instructors include research in their various disciplines, there is not a uniform across-the-curriculum method at the freshman level that introduces students to academic research methods.
- The institution lacks a published step-by-step student manual explaining portal access and capabilities.
- Faculty are the only advisors for students, and even though the number of office hours per week for faculty are generous, hours are of necessity scheduled when faculty are not in classes. Office hours are most commonly in the afternoon when it is less convenient for students.
- Enrollment for an upcoming semester stays open throughout the current semester. While this appears to be a good idea, it is in reality an inconvenience to students because faculty advisors are in classes when students are most commonly seeking enrollment assistance. This is a particular concern during summer semesters. Faculty are on 10-month contracts, and not all faculty teach in summers, so the number of faculty available for advisement and enrollment is lower. Faculty teaching in summers are doing so on overload, and when they are on campus, they are in the classrooms and unavailable for advising, leaving Office of Admissions and Records staff to bear the load.

### **3.D. Recommendations:**

- Address science lab needs during the next budget cycle.
- Seek quotes concerning the cost of supplying all classrooms with SMARTboards.
- Use the freshman orientation curriculum to incorporate a required research component that leads students through the steps of research and provides a required assignment that is applicable to those skills.
- Create a step-by-step portal manual to be published on the website and distributed to each student upon enrollment.
- Limit the time that enrollment is open, particularly in the summer. When enrollment is contained to specific dates, departments/divisions can schedule faculty to be available for enrollment/advisement to ensure more complete coverage. Another solution would be to employ professional staff as full-time advisors to make advisement available year round.

### **3.D. Summary:**

In support of effective student learning, the college has a physical and virtual library on each campus. The college has a variety of teaching tools such as computers, projectors, and SMARTboards in the majority of its classrooms. Open wireless Internet access is provided on both campuses. Each campus has computer labs available for student use. Portable laptop computers also can serve as labs to allow flexibility in meeting students' educational goals. Labs are properly supplied to support the learning goals in each lab course.

Student preparedness for the college classroom is determined by differing strategies. Admissions staff review ACT scores to determine in which level of courses students are prepared to enroll. If ACT scores do not meet required levels, students must take the COMPASS test to determine appropriate courses.

Faculty normally advise students within areas of educational focus; as a result, students receive more focused advisement.

The college encourages and supports co-curricular involvement through a variety of clubs and organizations. Diversity and global awareness are incorporated into course learning goals. A variety of courses support research and community engagement by incorporating service learning into course activities.

### **3. E. The institution fulfills its claims for an enriched educational environment.**

**3.E.1. The institution's co-curricular programs are suited to its mission and contribute to the educational experience of its students.**

CASC encourages co-curricular involvement through a wide variety of clubs, organizations, and internship opportunities. In addition, cultural events and sponsored programs invite students to further realize their curricular goals by connecting classroom objectives with opportunities outside the classroom. For example, to promote awareness and understanding of diversity in religion, the International Club and the course in world religions co-sponsor visits to area churches, synagogues, and Buddhist temples.

CASC's co-curricular emphasis is diverse and globally aware, from events focusing on Hispanic, Native American, and African-American history and cultural contributions to international film festivals, guest speakers, and field trips to investigate religious diversity. Students have opportunities across the disciplines to achieve academic success in these co-curricular activities. Examples include the CASC film program securing a grant to host an international French film festival, the college sponsoring guest speakers for Black History month, and the show choir and foreign language studies pairing to feature Hispanic dancing and cultural awareness.

**3.E.2. The institution engages its students and contributes to their educational experience through other activities related to its mission, such as research, community engagement, service learning, religious or spiritual purpose, economic development, or others.**

CASC encourages and provides opportunities for students to engage in service learning and to extend their definition of academic success beyond the classroom. Service learning projects and engagement in the community contribute to successful educational experiences by linking classroom objectives to real-world applications. Service learning has included ecological awareness through community cleanups and recycling initiatives and as student-initiated projects tied to Introduction to Philosophy courses.

Endowed Professorships often include student involvement and encourage students to achieve greater success as independent thinkers. For example, the Physical Therapist Assistant Program has secured professorships that take students to national conferences and encourage participation in professional organizations.

**3.E. Strengths:**

- Diversity is stressed through a number of channels, often cooperatively. For example, service learning opportunities are readily available in various courses.
- Co-curricular opportunities are well represented across the disciplines. Regardless of the degree program a student chooses, departments across campus are well represented in co-curricular activities and enriching educational experiences.

**3.E. Concerns:**

- While service learning is available, it is not well
- coordinated across the disciplines, sometimes leading to sporadic student involvement.

- Co-curricular opportunities may not be sufficiently publicized, and the timing of certain events may be feasible for on-campus residents but not commuter students.

### **3.E. Recommendations:**

- While co-curricular opportunities are well represented across the disciplines, to guarantee student involvement coordinate service learning initiatives to maximize student involvement by choosing certain core courses all students must take.
- Revise the manner in which co-curricular activities are publicized to more effectively reach a broader audience and to ensure that many activities take place at times convenient for commuter students.

### **3.E. Summary:**

CASC encourages diversity, global awareness, and co-curricular programs related to its mission. These activities are incorporated into many course curriculum goals. There has been a particular emphasis on service learning across the disciplines.

### Criterion Three -- List of Evidence/Supporting Documents

- 3.A.1 - [Degree & Certificate Plans](#)
- 3.A.2 - [Program Review Schedule for Academic Year 2011-2012](#)
- 3.A.3 - [Course Transfer](#)
- 3.A.4 - [CASC Transfer Matrix](#)
- 3.A.5 - [Constitution of the State of Oklahoma, Article XIII-A, Section 2](#)
- 3.A.6 - [WEAVEonline](#)
- 3.B.1 - [FY 2011-2012 Tuition and Fee Rates, Oklahoma State System of Higher Education, Aug. 2011, p. 1 and p. 15](#)
- 3.B.2 - [OSRHE Policy and Procedures Manual, Chapter 3, Section 3.2.5, pp. 27-28](#)
- 3.B.3 - [OSRHE Policy and Procedures Manual, Chapter 3, Section 3.10.2, p. 114](#)
- 3.B.4 - [OSRHE Policy and Procedures Manual, Chapter 3, Section 3.14.3 p. 133-135](#)
- 3.B.5 - [OSRHE Policy and Procedures Manual, Chapter 3, Section 3.14.4, pp. 135-136](#)
- 3.B.6 - [Course Equivalency Project](#)
- 3.B.7 - [Student Transfer](#)
- 3.B.8 - [OSRHE Policy and Procedures Manual, Chapter 3, Section 3.14, p. 133](#)
- 3.B.9 - [General Catalog, "Sociology/Psychology," p. 97](#)
- 3.B.10 - [Selected Topics in Sociology syllabus](#)
- 3.B.11 - [CASC Policies and Procedures Manual, Chapter 1, Subchapter B, Article IV, Section 1-23, p. 7](#)
- 3.B.12 - [CASC Policies and Procedures Manual, Chapter 1, Subchapter B, Article IV, Section 1-26, p. 7](#)
- 3.B.13 - [CASC Policies and Procedures Manual, Appendix VIII, Sister Institution Educational Endeavor Agreement, p. 157](#)
- 3.B.14 - [CASC Policies and Procedures Manual, Chapter 2, Article I, Section 2-4, p. 11](#)
- 3.B.15 - [CASC Policies and Procedures Manual, Chapter 5, Article III, Section 5-26, p. 61](#)
- 3.B.16 - [CASC Policies and Procedures Manual, Chapter 5, Article I, Section 5-7, p. 54](#)
- 3.C.1 - [Faculty and divisional chairperson job descriptions](#)

- 3.C.2 - [CASC Policies and Procedures Manual, Chapter 4, Article IV, Section 4-33, 4-34, 4-35, 4-45, 4-46, 4-47, 4-48, 4-49, pp. 46, 47, 50, 51](#)
- 3.C.3 - [CASC Policies and Procedures Manual, Chapter 2, Article XIV, Section 2-92, p. 29](#)
- 3.C.4 - [Faculty and divisional chairperson job descriptions](#)
- 3.D.1 - [CASC Policies and Procedures Manual, Chapter 2, Article XIV, Section 2-92, Item C, p. 29](#)
- 3.D.2 - [Student Handbook, "Telecommunications and Distance Learning," p. 26](#)
- 3.D.3 - [Title III job description, Retention Specialist](#)
- 3.D.4 - [Title III Tutoring Logs](#)
- 3.D.5 - [Student Handbook, "Joe E. White Library & Delores O'Guin Mitchell Library," pp. 27-28](#)
- 3.D.6 - [Speech/Drama Program Review](#)
- 3.D.7 - [Orientation syllabus](#)