Western Oklahoma State College
Request for Institutional Change

Submitted to Higher Learning Commission
North Central Association
of Colleges and Schools
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Western Oklahoma State College

Request for Institutional Change
(Changes in Educational Offerings)

Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools
March 2007
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Introduction to Western Oklahoma State College
Historical Background

Western Oklahoma State College, established as Altus Junior College in 1926, is the oldest original municipal two-year college still in existence in Oklahoma. Its operation since 1967 has been under the provision of State Bill No. 2 of the 1967 Oklahoma Legislature and the Community Junior College Act.

The college assumed status as a state junior college on July 28, 1970, pursuant to House Concurrent Resolution No. 1003 and Senate Bill No. 104 of the 1969 Oklahoma Legislature and Oklahoma State Regents for Higher Education (OSRHE) Resolutions No. 624 and No. 657.

These resolutions authorized and directed the State Regents “To establish a two-year college in Altus to serve Jackson, Tillman, Kiowa, Greer, and Harmon counties and surrounding areas, and it shall be known as Altus Junior College and shall be an integral part of the Oklahoma State System of Higher Education.”

The conversion of Altus Junior College from a community to a state junior college included a redefinition of functions, educational program and standards, fiscal policies, and enrollment projections. Guidelines for development of a new campus, to be located on a 142-acre site donated by area citizens, were completed. The governor of Oklahoma appointed a board of regents for Altus Junior College on April 27, 1971. The board assumed responsibility for institutional governance as provided by law.

On August 16, 1974, the college became Western Oklahoma State College by an act of the state legislature, signed by the Governor on April 3, 1974. Section 1 of Senate Bill No. 492, passed by both the Senate and the House of Representatives, designated that the “state educational institution located at Altus shall continue at the same location and its official name shall be Western Oklahoma State College.”

The college has completed over 70 years of serving the greater Southwestern Oklahoma community and continues its pledge to provide a comprehensive two-year post-secondary educational program for its residents.

Location

Western Oklahoma State College is geographically located in Southwestern Oklahoma, an area the size of the state of Rhode Island. As a state-supported institution, it is open to all residents of Oklahoma but functions primarily to serve the counties of Jackson, Greer, Harmon, Kiowa, and Tillman.

Altus is a city of approximately 25,000 residents and is the county seat of Jackson County. It is an agricultural area with high productivity of cotton, wheat, and cattle. Altus Air Force Base, located in the city, is a training center for the Air Education and Training Command (AETC).

Two major highways serve the city - Federal Highway 62 and the Federal Highway 283. Quartz Mountain
State Park and Conference Center and Lake Altus, located 17 miles north of the city, provides a variety of recreational activities for residents, student, and visitors.

Western Oklahoma State College serves a diverse population of students in a relatively large geographical area. To serve this diverse population, Western Oklahoma State College has provided distance learning opportunities for students since 1976 in a wide variety of delivery modes. Students at Western currently have the option of getting courses via the following mediums of delivery.

- ITV classrooms located in prime locations within our five county service area and area technology centers which are part of Western’s Cooperative Agreement Alliances.
- Telecourses
- Web-enhanced courses
- Fully online delivered courses

The primary consumers of distance learning courses are students who are unable to attend traditionally delivered courses due to work or family restrictions, part-time students, students that desire greater flexibility in their schedules, military and military dependents from Altus Air Force Base, Welfare-to-Work students, students involved in cooperative agreements, and students that simply prefer independent learning.

The major growth for Western in distance education has been in the area of online courses. Enrollment in the online sections at Western has greatly grown since the first courses were offered in the fall 1999 semester. From that point Western’s online course offerings have grown from three in the fall of 1999 to 738 in the spring 2005 semester. Western currently offers enough online classes to offer a complete Office Systems Technology AAS degree. With the exception of lab sciences, Western currently offers online courses to complete a Liberal Arts AA degree. Online lab science courses are currently being developed. Western Oklahoma State College is submitting the following Request for Institutional Change to be approved to offer associate degrees through online courses.
Section I
Proposed Change
I. PROPOSED CHANGE

A. Specific Change

Western Oklahoma State College proposes to offer the associate degree through online delivery. Change in educational offering (policy I.C.2.b.)

B. Expected Outcomes of Proposed Change

Western Oklahoma State College can improve its service to a diverse student population with the opportunity to complete a degree online. Already, over 700 students a semester are enrolling in online courses and some have accumulated numerous credit hours through the process.

C. Projected Impact of Proposed Change

Online courses have already had a major impact throughout Western Oklahoma State College. Western has been excited about the rapid growth of 3 enrollments in fall of 1999 to 738 in the spring of 2005. The following Western Internet Course Statistics chart shows that the credit production hours in spring 2005 was 2,214 with full-time equivalent enrollment at 147.8. This chart also shows that 11.5 percent of Western’s total full-time equivalent enrollment for spring 2005 consisted of enrollment in online courses. We feel that the trend for online course offerings and enrollments will continue upward.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Sections</th>
<th>Enrollment</th>
<th>Credit Hours</th>
<th>Int. Course FTE</th>
<th>Total FTE</th>
<th>% of Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>0.6</td>
<td>1189.47</td>
<td>0.0504%</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>3</td>
<td>46</td>
<td>138</td>
<td>9.2</td>
<td>1,161.82</td>
<td>0.7919%</td>
</tr>
<tr>
<td>Summer 2000</td>
<td>2</td>
<td>25</td>
<td>75</td>
<td>10</td>
<td>526.9</td>
<td>1.8979%</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>2</td>
<td>62</td>
<td>186</td>
<td>12.4</td>
<td>1,213.30</td>
<td>1.0220%</td>
</tr>
<tr>
<td>Summer 2001</td>
<td>1</td>
<td>20</td>
<td>60</td>
<td>8</td>
<td>519.31</td>
<td>1.5405%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>4</td>
<td>70</td>
<td>210</td>
<td>14.2</td>
<td>1,233.71</td>
<td>1.1510%</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>4</td>
<td>114</td>
<td>342</td>
<td>22.8</td>
<td>1,149.58</td>
<td>1.9833%</td>
</tr>
<tr>
<td>Summer 2002</td>
<td>2</td>
<td>30</td>
<td>90</td>
<td>12</td>
<td>481.86</td>
<td>2.4903%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>11</td>
<td>194</td>
<td>582</td>
<td>39</td>
<td>1,195.71</td>
<td>3.2617%</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>16</td>
<td>305</td>
<td>915</td>
<td>61</td>
<td>1,262.20</td>
<td>4.8328%</td>
</tr>
<tr>
<td>Summer 2003</td>
<td>8</td>
<td>145</td>
<td>435</td>
<td>58.8</td>
<td>572.04</td>
<td>10.2790%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>19</td>
<td>376</td>
<td>1128</td>
<td>75.4</td>
<td>1,290.04</td>
<td>5.8448%</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>24</td>
<td>534</td>
<td>1602</td>
<td>106.8</td>
<td>1,223.11</td>
<td>8.7318%</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>14</td>
<td>216</td>
<td>643</td>
<td>85.73</td>
<td>592.66</td>
<td>14.4653%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>37</td>
<td>599</td>
<td>1794</td>
<td>119.6</td>
<td>1,181.05</td>
<td>10.1266%</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>38</td>
<td>738</td>
<td>2214</td>
<td>147.8</td>
<td>1,283.86</td>
<td>11.5122%</td>
</tr>
</tbody>
</table>
The Internet Course Enrollment chart shown below dramatically presents the rapid growth of online enrollment.

Another major effect of online courses has been the increased use of technology in the traditional classroom as well as increased web-enhanced course offerings. The development of online courses prompted Western to hire a Director of Instructional Support which has greatly enhanced not only online course development but instruction as a whole.

Since the development of Western’s first online courses, Western has greatly streamlined the online environment for the student. Students now access their campus email, grades, demographic information, transcripts, course schedule, passwords, and access to all of their online classes all through one single portal. Online enrollment, online payment, financial aid application, and other services are available and will be enhanced in the future.

There will be many areas that will feel a direct impact of the online course growth.
- The Learning Resources Center/Library will need to continue to improve access to materials by students who research from off campus.
- Facility management will need to plan for new uses of classrooms and scheduling as hybrid courses are developed.
- Information Technology Services will need to solve security problems to allow increased use of audio and video online.
• Student Services will be stretched to provide services to online students, especially services for students with disabilities that are as equal as possible to on-campus provisions.
• Online admissions will need to be perfected.
• Adjunct faculty will need increased opportunities for professional development in order to manage part of the instructional load of online sections.
• Enrollment management will change as a shift takes place from enrollment preference in traditional courses to online courses.

D. Commission’s Policy Relevant to Proposed Change

Western Oklahoma State College submits this formal request for approval of institutional change in accordance with Commission Policy 7.2, Seeking Approval of Proposed Changes: Changes in Educational Offering, which states that “Commission approval is required to extend accreditation to include degree programs offered through distance delivery methods.”
SECTION II
FACTORS LEADING TO PROPOSED CHANGE
II. FACTORS LEADING TO PROPOSED CHANGE

A. Relationship Between Proposed Change and Ongoing Institutional Planning

The College has included planning for the online degree in its strategic planning process since fiscal year 2002-2003 as a strategic objective under Goal 5, which states that the College will “Increase acquisition and application of technology.” Strategy 5.2.1 reads as follows: “The Division will investigate the possibility of adding a fast-track Office Systems technology degree program through the use of computer aided instruction.” (Appendix A, Business and Information Systems Strategic Plan 2002-2003)

The College continued its strategic planning for online delivery during 2004-2005. Strategic Strategy 5.A.2 states Western will “Enhance distance education through alternative delivery.” Action plans for this strategy read:
1. Division will encourage general education faculty to develop online courses to complete total delivery of Office Systems Technology Degree program online
2. Each program will develop online courses
3. Courses will be scheduled using a variety of delivery modes to increase flexibility for students and increase enrollment in programs.

(Appendix B, Business and Information Systems Strategic Plan 2004-2005)

B. Needs Analysis Related to Proposed Change

History of Distance Learning at Western Oklahoma State College

Interactive Television (ITV)
Western has a long history of providing distance education courses and programs, beginning in 1976 as one of 11 institutions in the state to provide interactive television instruction (ITV) over the statewide Talkback Television System (TBTN). The primary markets for the TBTN courses were the residents and guards who took general education courses in the correctional system. Western also received from Rose State College the Library Technical Assistant (LTA) program, a program that began in 1978 and provided educational options for library employees. Western has had several employees participate in the LTA program over the years. The correctional program has continued through the present although it is not as strong as it was in the past because of reduced financial aid in the 1980’s. Even though the program continues today, further recent reductions in funding provided through a Methodist church has continued to reduce the numbers of inmates participating in this program.

Although disbanded in the early 1990’s at most locations, the TBTN system delivered via a microwave system and survived at Western until the mid 1990’s. At this point the system was abandoned in favor of newer digital technology, and a comprehensive state-wide telecommunications system called OneNet was established for all the colleges in the state. In the early 1990’s, in addition to the TBTN system, a private network was established between Western and Southwestern Oklahoma State University to enable students to earn master degree credits in educational administration and counseling.
Interactive Television began to really change its focus in 1997 when OneNet service in combination with the construction of a new telecommunications and learning resource center was completed. In 1998 the TBTV system was discontinued in favor of these newer digital two-way interactive technologies. Multiple full motion technologies have been deployed since that time to a point that on average Western brings in over 50 sections of upper division bachelors completion programs and masters level program via interactive television. The college also broadcasts an average of 30 sections of courses per semester to rural K-12 sites primarily in Southwestern Oklahoma. Between fall 1997 semester to present, Western has brought in 790 courses and has serviced 1,821 students from other institutions. During that same time Western has broadcast 465 courses and has serviced 1,789 students.

In 2004 Western began a partnership with hospitals in Lawton and Cameron University to extend our nursing program via ITV in an effort to offset the acute health care provider shortage. The program has more than tripled our nursing graduates in a two year time span. We expect this to increase again with an expansion to an Elk City, Oklahoma, site which began in fall 2006.

Telecourses
In the early 1980’s, the College joined with eight other state higher education institutions to promote the broadcast of telecourses throughout the state using the Oklahoma Education Television Authority (OETA). The effort provided a consistent market for the College for nearly twenty years. Enrollments began to flag after 1999 as area colleges and others began to promote Internet courses in competition with telecourses. The College continues to use ITV and telecourses to reach specific audiences.

Internet
Internet instruction has been a natural next step for Western Oklahoma State College. The rapid growth of enrollment from 23 in one course in fall 1998 to an enrollment of 754 in 65 course sections in fall 2006 shows a great interest in Internet instruction from the area market. Student surveys from the fall 2006 semester reveal that the courses are fulfilling a real need by allowing greater schedule flexibility, less travel, continued coursework while on military deployment, and independent learning (Appendix C, Online Student Survey). Utilizing the courses to provide program completion will help the College keeps its market share of students in the face of increasing competition from other colleges, both local and national.

The conversion of the Office Systems program began in 2002 with a grant from Southwestern Bell (SBC). Concurrently, we are working with the director of the nursing program for development of basic nursing courses that could be used to provide the foundation for nursing instruction in rural Oklahoma. Faculty efforts have produced a wide variety of courses, and the proposed Internet associate degree program will serve multiple locations and audiences.

Our systems were built with scalability in mind. OneNet, Oklahoma’s sole telecommunications provider for higher education, government, and research in Oklahoma, is a division of the Oklahoma State Regents for Higher Education operated in cooperation with the Oklahoma Office of State Finance. This comprehensive network is unlike any other in the country utilizing
fiber optics and wireless technologies to transmit video, voice, and data throughout Oklahoma, the nation, and the world.

OneNet is not a state-owned utility, but rather a state-led partnership among telecommunications companies, equipment manufacturers, and service providers. OneNet provides high-speed communications to approximately 70 percent of public K-12 schools, all vocational-technical schools, all state colleges and universities, public libraries, local, tribal, state and federal governments, rural health care delivery systems and programs engaged in research.

In addition to statewide and regional networking, OneNet is also the primary node connecting the state to the National LambdaRail (NLR). The NLR is a major initiative of U.S. research universities and private sector technology companies to provide a national scale infrastructure for research and experimentation in networking technologies and applications. NLR aims to catalyze innovative research and development into next generation network technologies, protocols, services and applications. Participation in the NLR will strongly improve Oklahoma’s ability to compete for hundreds of millions of dollars in federal research money. Already, the University of Oklahoma’s recent initiative in high-end computing has helped bring in over $13M in additional funding - and this number will grow even faster with NLR participation, helping turn Oklahoma into the Research Capital of the Plains. And, as the technologies developed by Oklahoma researchers are transferred to the private sector, these endeavors will lead to significant improvements to Oklahoma's economy.

OneNet’s origin was in 1992. It was at this time that voters in Oklahoma approved a statewide capital bond issue that provided $14 million for the implementation of a statewide telecommunications network. In late 1995 the State Regents approved the OneNet business plan and began implementation in 1996.

Upon its implementation, OneNet focused on establishing the necessary hub sites throughout Oklahoma to provide the infrastructure necessary to support the high-speed telecommunications network.

Specifically, OneNet is part of the most advanced research network in the world, a world-class high band-width distance learning network, a major test bed for future technologies, the only integrated state-wide IP-based network in the United States, capable of delivering high speed data and video over the same network lines, and the State of Oklahoma’s key to economic development and technology transfer.

This network is what provides us the excess capacity to enable us to grow far beyond our anticipated growth projections.
C. Involvement of Various Constituencies in Developing This Proposed Change

Faculty members were the early proponents of online instruction. The Chief Technology Officer and innovative faculty that initially embraced online instruction were involved in early planning and support. Faculty was encouraged to attend in-house in-service training as well as state and national technology conferences. In fiscal year 1998, the Chief Technology Officer in conjunction with the technology committee proposed an Instructional Technologist position to assist faculty with course development and faculty development in the area of technology and learning management systems. The position was filled for the first time in August 2005.

Course development and instruction remain the responsibility of full-time faculty in their respective disciplines. The Instructional Technologist continues to research new trends and provide weekly instruction and consultation to full-time and adjunct faculty. The College will be using adjunct professors for some instruction. The Change Request Committee, currently reviewing the online courses for possible degree offerings, is very involved in examining quality issues (Appendix C, Online Student Survey Questions). Student surveys were administered in the fall of 2006. From the surveys and the overall best practices review, Western will provide a structure that ensures credibility to the degrees. The NCA Steering Committee Chairperson presented information on the change request process to the faculty at the fall 2006 professional development meetings to further engage them in the process (Appendix D, NCA Committee Structure).
SECTION III
NECESSARY APPROVALS
III. NECESSARY APPROVALS

Western Oklahoma State College has a local Board of Regents that approves institutional policy and programs. The request for change was presented to the Board in the June 2006 regular meeting (Appendix E, OSRHE Request for Online Program Approval). The request was granted to authorize staff members to request approval from the Oklahoma State Regents for Higher Education (OSRHE) and the Higher Learning Commission (HLC) (Appendix F, WOSC Board of Regents Agenda, Minutes). In Oklahoma, colleges are to seek approval for online degrees on a program-by-program basis. Accordingly, a request was made to the State Regents in June 2006 to approve the Office Systems Technology AAS online degree. On September 14, 2006, the State Regents gave provisional approval for the program pending the positive outcome of a focused visit by a team from the Higher Learning Commission. (Appendix G, Letter of Approval from OSRHE). At the Oklahoma State Regent’s for Higher Education board meeting on June 28, 2007, Western’s best practices review was approved, and Western was given authorization to offer the Associate in Applied Science in Office Systems Technology degree. (Appendix N, OSRHE Approval Letter for Online Delivery)
SECTION IV
IMPACT OF THE PROPOSED CHANGE ON
CHALLENGES IDENTIFIED BY THE COMMISSION
AS PART OF THE LAST COMPREHENSIVE VISIT
IV. IMPACT OF THE PROPOSED CHANGE ON CHALLENGES IDENTIFIED BY THE COMMISSION AS PART OF THE LAST COMPREHENSIVE VISIT

The last comprehensive visit to the College occurred in April 1998. The four-member team recommended continued accreditation for the College for ten years. The team listed one challenge (see below) to be addressed which prompted a request for a Focus Visit in the spring of 2001.

The College process for assessment of student academic achievement contains some valuable and useful elements but it lacks the complete structure required of such a plan. A satisfactory assessment plan must be based on an accepted philosophy of general education and must contain such items as full faculty participation, well designed oversight, clear ties to the planning/budgeting processes of the institution and continuous feedback loops to assure constant improvement and evaluation of instruction. The Western assessment program lacks these necessities. The College must address this issue.

In April 2003 the College hosted a two-member evaluation team for the focused visit on assessment. The evaluation team made the following recommendation: The team concludes that Western Oklahoma State College has adequately addressed the issue for the focused visit—complete implementation and operation of a program to assess student academic achievement. The team’s recommendation for continued accreditation of Western, with the next comprehensive in 2007-2008, and no required reports or visits before.....the team’s reasons and rationale for its recommendations follow: The College demonstrated, through its Report on the Progress of Student Academic Achievement and supporting documentation, and the team has validated as a result of its evaluation of the focused report, supporting documents, and its meetings and discussions with the administration, board members, staff, students, and faculty that the institution has adequately addressed the issue of the focused visit—complete implementation and operation of a program to assess student academic achievement. The team recommended that the next comprehensive visit take place in 2007-2008.

The current request for institutional change can be directly related to the challenge from Western’s last NCA Comprehensive Visit. Western currently uses two course management systems: WebCT and an open source product called Moodle. Both course management systems allow for greater access to data that improves assessment of student learning. Faculty members can more readily compile the data from the internal database of the course management system. The online environment also allows for multiple measures of assessment. For example:

- Linking course objective to itemized test analysis
- Providing survey instruments for students within the course
- Providing analysis of student interaction through discussion board items
- E-portfolios

Most of the faculty at Western has embraced the use of a course management system even if their course is not taught completely online. The use of these course management systems by the faculty as a whole has provided increased opportunities for assessment of student learning.
SECTION V
PLANS TO IMPLEMENT
AND SUSTAIN THE PROPOSED CHANGE
V. PLANS TO IMPLEMENT AND SUSTAIN THE PROPOSED CHANGE

A. Involvement of Appropriate Faculty and Staff

Curriculum is determined through a clear process at Western Oklahoma State College and is controlled primarily by one committee: Academic Affairs and Curriculum Committee (Appendix H, Western Oklahoma State College 2006-2007 Standing Committee Membership Roster).

The Academic Affairs and Curriculum Committee functions are to provide input and render evaluation services regarding all academic programs; to recommend new curricula; to provide counsel on whether academic standards in courses and programs are being maintained; to assist in the development of retention and assessment strategies; to provide advisement to the Vice President of Academic Affairs on other academic matters; to review proposed additions, revisions, and deletions to the curriculum regarding pre-professional, technical occupational, general, and developmental education programs; and to make recommendations through appropriate procedures.

Approved courses and programs are forwarded to the President for his review and recommendations to the Western Oklahoma State College Board of Regents. Ultimately, programs must be submitted to the OSRHE before being offered. Programs approved by that body are subject to stringent review as discussed in Section VI of this request.

Online courses at this stage are not new courses, but courses delivered by an alternate means to the classroom. Therefore, at this point they are not necessarily subject to review by the Academic Affairs and Curriculum Committee. Such courses are considered by the respective division and discipline faculty/deans to see if they are suitable for online delivery; however, the Committee has been made aware of the program and delivery mode since the inception of online courses in fall 1999. Also, internal processes are being implemented to include review and approval of all online courses through the Academic Affairs and Curriculum Committee. The alternative delivery of courses such as Interactive Television (ITV) or online courses has always had the approval of full-time discipline faculty before being scheduled.

B. Administrative Structure and Support

Online courses and program development have strong administrative support. Former Vice President for Academic Affairs Ron Kern and Chief Technology Officer Kent Brooks began by encouraging faculty attendance at technology workshops and conferences in 1996 and 1997. It became obvious that students could benefit from increased use of technology to support instruction. It was during these years that a serious dialogue was being nurtured. Further support was provided by small faculty grants to develop classroom technology, provide customized technology training, and by allocating necessary resources for the development of online courses.

The current and previous Vice President for Academic Affairs has promoted the use of online courses throughout all academic divisions. The two Campus Deans have worked in concert with the Vice President.
to provide faculty with the tools and funds to devote to online course development and utilization. The College has supported innovation with regular training and equipment incentives. The faculty has been encouraged to attend conferences such as the Oklahoma Distance Learning Association Conference, the League for Innovation Conference, and the Educause Conference.

An instructional support position was first recommended in 1997; however, funding limitations and budget cutbacks following the events of 9/11 prevented this from occurring. In 2005 with the support of the Technology Committee, the Chief Technology Officer recommended and received approval to add three positions - Director of Instructional Support (12 month position regular position), Instructional Support Specialist (grant funded), ITV Technical Specialist (grant funded) - to support the expansion and online course development. In addition, Western’s Information Support Systems is currently contracting with two part-time Instructional Designers who are being paid with grant funds to assist with course development.

The Dean of Academic and Student Support Services has worked with enrollment advisors, counselors, and financial aid staff to see that the needs of the distance learner are considered and met. Work in that area will be ongoing as the College has more capacity and knowledge about optimum requirements for effective learning.

Based on practices of other institutions, the Executive Council, on the recommendation of the Vice President for Business Affairs, has encouraged the use of special fees for distance learning support and has directed expenditures accordingly. Generally, when a need arises, resources for tools and development are obtained to further Western’s efforts in developing online courses.

The workload for a faculty member at Western is 15 teaching hours and 15 office hours. Faculty members can choose to teach up to nine more hours of overload. Enrollment limits for online courses are set at 25. Once a class reaches 25 students, a new section is opened. The Technology Committee at Western developed an overload pay scale for faculty teaching online courses (Appendix I). Online courses may be counted as part of a faculty member’s regular load or can be taught as overload courses. Adjunct instructors are also used as needed to teach online courses. An adjunct faculty member can only teach a total of 19 hours for the academic year (summer, fall, and spring semesters).

The Chief Technology Officer has provided precise consultation to the planning, preparation, and delivery of web services for all students. IT staff are acutely aware that the College must continue to find ways to support local and remote learners.

The various offices working together and the many discussions of distance learning are integrating the online initiative into the planning, budgeting, and staffing of the College.
C. Resources Available to Students and Faculty for Online Courses

Online Briefings and Course Management

Early in the expansion of the Internet course offerings at Western Oklahoma State College, staff and faculty realized the need to communicate and inform our potential online students. In the summer of 2005 the College began developing an online student briefing which includes e-learning tutorials for Internet and hybrid courses. Western has deployed the Moodle open-source course management system for 50 percent of our web based courses. Western has implemented a transition timeline which will assist instructors in moving their remaining courses from the WebCT course management system. When complete, this briefing and tutorial set will provide students with a media-rich orientation that will provide the students with information and animations to help minimize technical issues and acclimate them to the online environment prior to beginning their coursework. Since its inception, the orientation has been continually revisited and revised to provide students with the most authentic and effective learning experiences available.

Faculty members work individually and in groups with the Director of Instructional Support to discuss design issues related to Internet course delivery. In addition, given the experience in delivering Internet courses at the college, several seasoned faculty members are available to provide peer advice and assistance to those new to online instruction.

Although Western has had consistent efforts in obtaining professional development for faculty, we have only recently created a department with staffing specifically for this purpose. In the past this was done with existing staff through grant sources (1998 Cameron/East Central/WOSC Faculty development grant and 2002 SBC Foundation Grant) or through a special state-wide ‘Train the Trainer’ program (HB1815) for infusing technology into the teaching and learning processes. In fall 2005, the College initiated an online Faculty Resource Center. Although various workshops began in fall 2005, there was a specific focus on training to facilitate the conversion of our content management system from WebCT to Moodle. Every faculty member who utilizes Moodle for either online or on-campus courses is a participant in a web-based training for Moodle through Moodle. Faculty members are encouraged to share ideas and strategies with one another through this online resource as well as participate in hands-on activities. Current strategies include regular training sessions at various times of the day and evening including faculty lunch groups (Brown Bag Specials) that provide a focus on sharing strategies employed in their Internet courses and issues related to online teaching and learning (Appendix M, Instructional Support Training Logs).

Western provides an online help system, a support forum, and a support ticket system to handle many technical issues. Students and faculty members who experience technical issues may contact the Help Desk by phone, email, or Internet. The response time is a 24-hour target but most issues are resolved within a few hours, if not immediately. The Help Desk operates seven days a week.
Learning Support Systems
Given the technological, andragogical, and pedagogical challenges faced by instructors teaching online courses, Western has begun the development of several resources designed to assist these instructors in the challenges they face when teaching online courses. During the summer of 2006 the Information Systems Department refocused by changing their name to Learning Support Systems to emphasize the learner not the technology. Additionally, given the similar challenges faced by students taking web-based courses, support materials are being developed to provide instruction to these online learners on the use of the relevant technologies and effective learning strategies for the online environment. The Instructional Support Department is developing these guides with input from faculty, students, and technologists.

The Learning Support Systems Website provides assistance to instructors at all levels of expertise. The topics include, but are not limited to setting up an online course; student management; utilizing course management tools; preparing digital course enhancements, effective online instructional strategies; and preparing for a new semester.

The Student Learning Portal provides additional assistance to the online learners. The topics include assessing online requirements; technical support; learning strategies; and using course management tools.

First-time online instructors will be provided with a variety of support mechanisms to assist them in the development of their online course and the related materials to support student learning. A primary goal of Learning Support Systems is to improve the efficiency of the dissemination of information and remove much of the apprehension felt by online instructors. Instructors have access to a resource listing instructional strategies which have been identified as best practices for online delivery. These “Best Practices” will enhance student learning much more quickly than having professors self-discover lessons previously experienced by others. This resource is available to experienced online instructors as well. Undoubtedly, all professors will glean information for improving their courses to better assist the online student.

All online learners have access to Learning Support Systems. As with the faculty resource, this guide makes the dissemination of information much more efficient and removes much of the apprehension experienced by online students, especially those new to this mode of learning. This guide will provide effective online learning strategy clues and tips on how to utilize course management and digital tools to assist them with their learning of the course content as well as sharing what they have learned in a course.

Western has established a Technology Advisory Committee (Appendix H, Western Oklahoma State College 2006-2007 Standing Committee Membership Roster). This group meets to discuss issues relevant to online instruction at Western Oklahoma State College. Various professors will demonstrate structures within their online course and discuss strategies they have utilized to overcome a range of instructional challenges. This discourse will further reduce the time required for learning effective strategies by new and experienced online teachers. Periodically, vendors and/or professors will demonstrate the utilization of new technologies and strategies for the effective use of the tools.
D. Basic Student Services

Western Oklahoma State College is committed to providing appropriate and comprehensive student services to distance education students.

Admissions and Records
The Application for Admission to Western Oklahoma State College is available online. Students may also download and print the application and submit it to the College. Submissions are accepted by mail or by fax. IT staff are working to enable students to submit electronically in the near future.

Academic progress information (e.g. degree audits) may be also accomplished at a distance. The request forms for these services are available online, and students may submit these by mail/fax. Other communications related to academic progress can also be accomplished through email, telephone, mail or fax. Through the College’s software, the student may access student information (e.g. grades, current enrollment) through the Internet.

Academic Advisement
Instructors monitor course email daily. Based on the nature of the inquiry, the communication would be directed to the appropriate academic division liaison. Degree plans and class schedules are available online for student use. Using the College’s online administrative system, a student may enroll or drop and add classes.

Student Financial Aid and Scholarships
The Free Application for Federal Student Aid (FAFSA) is the initial step required for students to apply for financial aid. The student may access it online at www.fafsa.ed.gov and may use a PIN to sign the application.

Western Oklahoma State College Office of Financial Aid corresponds with all students regarding required items to complete a financial aid application. Needed documents may be submitted by mail or fax. All financial aid verification forms are available online and may be downloaded for student use.

Should students have questions regarding a financial aid process or eligibility, the student has several options to obtain the information. Questions may be directed to finaid@wosc.edu, or the student may visit with staff by telephone. The website for the Office of Financial Aid provides comprehensive information regarding programs.

If the student requested and was awarded a student loan, he will need to submit a Master Promissory Note (MPN) to the lender of choice. The completion of the MPN can be done electronically via a website or by mail. Once the MPN is processed the lender will then deliver the loan funds to Western Oklahoma State College in the form of a paper check. The Business Affairs Office is then responsible for delivering these funds to the student. Other types of aid awarded to the student (Pell, SEOG, OTAG, OHLAP) are processed electronically by the Financial Aid Office. Once processed these aid types are then electronically applied to the student’s account to satisfy any debt the student may owe the College. Once applied to the
account it is the responsibility of the Business Affairs Office to deliver any remaining funds to the student.

Scholarship applications from Western Oklahoma State College programs or Foundation efforts are available through the College website to download. Applications may be submitted by mail or by fax to the College.

Veterans Services
The U.S. Veterans Administration (VA) has an online application program that allows students to apply for VA education benefits online. An application can be completed and submitted online; the student is required to print a signature page and mail it to the VA Regional Processing Center in Muskogee, Oklahoma. Any further documentation needed by the VA for benefits processing may be submitted by mail or fax.

The Western Oklahoma State College Veterans Affairs Office will modify its procedures to serve students pursuing a degree through distance education. An email address has been established for students to use when corresponding with the College regarding VA benefits certification. The Western Oklahoma State College VA Office website is being redesigned to include all information needed for students to use their benefits who may be using online and distance mechanisms for certification. The U.S. Veterans Administration uses direct deposit payment for distribution of VA benefits.

With Western Oklahoma State College’s close proximity to a U.S. Air Force base and significant numbers of military retirees represented within the communities served, the VA office is aware of the importance of VA benefits to many students in pursuit of their educational goals. VA services to distance education will be both comprehensive and convenient to our distance education students.

Campus Life
Through the Student Activities website, information regarding events and organizations open to student involvement are posted. Western Oklahoma State College welcomes the engagement of distance learning students in the life of the campus.

Security
According to Western’s Best Practices Review document, “Except in cases of extreme travel distances, Western faculty shall design their course requirements with at least one on-campus graded activity. This may be an exam, course orientation, presentation, or some other activity, but must contribute substantially to the course grade. Faculty will document on the Minimum Standards Checklist how they meet this requirement.” This practice will somewhat help ensure that the student taking the course is the student enrolled in the course.

Library and Learning Resource Center Materials and Support
A variety of services and databases are available for off-campus students. The Learning Resource Center provides 31 subscription databases and 11 non-subscription databases (for a total of 42) through 15 gateways allowing off-campus access through a Remote Patron Authentication (RPA) Server.
A-to-Z Ejournals/Journals List (a complete list or hard copy and online journals)
Books in Print

Careers-Internet (a career exploration for various careers)
College Source (college catalogs online)
EBSCO Host
  Academic Search Elite
  Business Source Elite
  Clinical Pharmacology
  EBSCO Animals
  ERIC
  Funk & Wagnall’s New World Encyclopedia
  Health Source: Consumer Edition
  Health Source: Nursing/Academic Edition
  Mas Ultra – School Edition
  MasterFile Premier
  Medline
  Middle Search Plus
  Military Library and Government Collection
  Newspaper Source
  Primary Search
  Professional Development Collection
  PsycINFO
  Regional Business News
  Topic Search

eLibrary Academic (ProQuest)
FirstSearch
  Electronic Collections Online
  WorldCat
netLibrary (NursBooks)
NewsBank
  Daily Oklahoma (statewide paper)
  Tulsa World
  New York Times
  New York Times Book Review
  New York Times Magazine

Non-Subscription Databases
American Verse Project
Anthropological Index Online
Index Morganagus
Inter Play (Play Index)
Literary Index (Index to Gale Series)
Mathematics PrePrint Server
Online Books Page
Periodical Titles in OCLC FirstSearch
State of Oklahoma
State Tax Forms
Virtual Technical Reports Center

**General LRC Information**
Staff phone numbers and services are listed in the section under LRC Staff under each staff name, which can be accessed by distance learning students at http://www.wosc.edu/lrc/.

Interlibrary Loan
Requests for materials not available in the Learning Resources Center are available through Interlibrary Loan. Forms are available at the circulation desk though online and distance learning students may email information requests to an LRC staff member. The student must be currently registered in the LRC database and all contact information must be up to date. Book items must be picked up in person, but photocopied periodical articles may be mailed to the student at their request.

OK Share
The academic libraries (public and private) in the state have a cooperative borrower’s card. Students may request on OK-Share card and use other academic libraries in their area.

Online Reference
Students may email LRC staff members with reference/information related requests and reasonable accommodations will be made as promptly as possible.

Online Tutorials
The online full-text book collection now includes over 24,000 volumes through netLibrary. The LRC has developed and has re-developed some online tutorials for students to provide information literacy. Topics such as drama, short story, and computer/information technology research are available at http://www.WOSC.edu/lrc/tutorial/index.htm. A comprehensive tutorial called Searchpath will be available in spring 2005.

Research Guides
Guides to the LRC resources on a variety of topics are available online, including reference materials, materials available for circulation, and Internet resources on more than 26 topics at pj//wy.osc.ecip/lrc/research/index.htm. Literary guides are also accessible for specific authors with a wealth of Internet sources identified at http://www.WOSC.edu/lrc/authors/indexasp.

Research Links
Internet links to various topics, both curriculum related and popular, are set up for both students and faculty on the LRC website at http://www.wosc.edu/lrc/.

Library Online Catalog
The Library Online Catalog is available off-campus and on-campus without validation through the Remote Patron Authentification Server.

Electronic reserves were fully implemented in fall 2005. Electronic books as well as selected Internet sources are included in the online catalog at http://WOSC.library.okstate.edu/.
**Tutoring Services**

Westerns Initiative for Developing Students (WINDS) tutoring, called the SSS Project, offers professional tutoring, which is a free service to WINDS participants. Tutoring takes place in the WINDS lab. Typically, WINDS professional tutors are available Monday through Thursday both day and evening. There is also a computer lab in the WINDS lab offering a multitude of tutorial software. The WINDS tutoring schedule focuses on the areas of greatest need—math, writing, and English. The WINDS Director hires professional tutors for the subjects. All of the WINDS professional tutors have certification in their respective areas, have no less than two to three years experience, and offer customized tutoring to participants on a continuous basis.

Western also provides a peer tutoring program. This program matches academically strong students with students needing tutoring services. The peer tutors are paid; however, the tutoring service is provided free to students.

**Testing Services**

Students may take proctored tests in the LRC’s Academic Testing Service and Western’s assessment office. Student photo identification is required.

**Bookstore**

The College bookstore is investigating textbook software that would allow students to order software and textbooks online. At present online students call the bookstore and the bookstore mails the students whatever they need for their course(s).

**E. Financial Data**

Within the budget, one direct fee and two related student fees support the distance learning efforts. For several years the telecourse program has been supported by a $6 per credit hour fee needed to offset the license fees to pay producer license fees and broadcast expense. In 2003 the fee was increased to $20 and changed to an electronic delivery fee for all electronically delivered courses. This fee was extended to the online courses, primarily to support the cost of WebCT.

In related areas, all students are currently charged an $8 per credit hour Computer and Technological Service Fee to cover the instructional costs of laboratory computers and software. Even with the increases, Western remains at or below what other colleges charge in similar fees.

The Academic Publications/Advertising budget increased from a budget amount of $37,000 in FY 2005-2006 to $75,500 in FY 2006-2007. Marketing efforts have been and will be an important factor in promoting Western’s online degree offerings. Upon the approval of the HLC/NCA to offer online degree programs, Western plans to promote these programs through e-learning websites. This service of approximately $10,000 would be added to the Academic Publications and Advertising budget.

Western also plans to use several in-state resources to market online degree programs that cost nothing. The Oklahoma State Regents for Higher Education has just unveiled the okcollegeonline.org website. This website helps students meet their online educational needs.
through one easy entrance point. Another resource Western plans to use to market online degree programs is through our association with the Oklahoma Distance Education Association.

**F. Timeline**

The College is well prepared to offer the online program now that the necessary approvals have been obtained from the Western Oklahoma State College Board of Regents (Appendix F, WOSC Board of Regents Agenda/Minutes) and provisional approval has been granted from the Oklahoma State Regents for Higher Education (Appendix G, Letter of Approval from OSRHE). The recommended date for the full implementation is spring 2008.
SECTION VI
ORGANIZATIONAL STRATEGIES
TO EVALUATE THE PROPOSED CHANGE
VI. ORGANIZATIONAL STRATEGIES TO EVALUATE THE PROPOSED CHANGE

The proposed change will be evaluated through several avenues of review. Since the change is part of the overall strategic planning of the institution, the progress will have continuous attention during the year. The courses will be evaluated by the College’s Assessment of Student Learning plan that measures student learning outcomes. Student evaluations are also completed for all online classes during the fall semester each year with the College planning to administer each fall and spring semester with the roll-out of our new online student survey during the spring 2007 semester. Results of the student surveys are disseminated to instructors and academic deans. The Office Systems Technology program has been given provisional approval by the Oklahoma State Regents for Higher Education (Appendix G, Letter of Approval from OSRHE). This approval process will include a Best Practices Review of our online course offerings, the online Office Systems Technology Program, and future online degree programs.

The strategic planning process is updated each year at Western Oklahoma State College. Everyone from the College’s Board of Regents to the faculty is involved in updating goals and strategic objectives. A newly formed committee this year, the Strategic Plan Review Committee, will monitor the progress of the College’s strategic plan and report findings to all parts of the College’s organizational chart as well as the Board of Regents (Appendix H, Western Oklahoma State College Standing Committee Membership Roster). This committee will recommend a list of objectives for the next strategic planning cycle.

The Assessment of Student Learning Committee, with assistance from the Academic Affairs and the Academic and Student Support Services offices, plans, organizes, and reports to the campus and to the Oklahoma State Regents office the assessment of student learning (Appendix H, Western Oklahoma State College Standing Committee Membership Roster). This reporting includes entry-level assessment and placement, assessment of general education outcomes, and exit or program outcome measurement (Appendix K, Assessment Report Executive Summary). The College has made a strong commitment to the ongoing process of the assessment of student learning. The assessment plan explains how the results are gathered, the actual results of the assessment activities, and how the results will be used to improving teaching and student learning. The Assessment of Student Learning Committee also assesses the actual assessment plan each year to ensure that it is working to improve student learning. Western Oklahoma State College believes that the use of systematic, realistic, and manageable assessment activities will make significant increases in student success (Appendix H, Western Oklahoma State College Standing Committee Membership Roster).

Assessment at Western also includes the study of students’ entry-level skills, mid-level/general education profiles, program outcomes, and student satisfaction with programs and services (Appendix K, Western Oklahoma State College Assessment Report 05-06).

Programs offered online are governed by three extensive State Regents’ policies: (1) The Policy Statement on Program Review; (2) Policy Statement of Criteria and Procedures for Evaluating Technical Occupational Degree and Certificate Programs; and (3) Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs (Appendix L, State Regents’
Policies). Program Review Policies were established to guarantee that all academic programs on State System campuses are evaluated every five years. At the two-year colleges, an additional procedure has been established for associate in applied science programs that includes an extensive self-study process and a peer review of all applied science programs every five years by a team of out-of-state evaluators. Internally, the Program Review Committee at Western evaluates all programs on a rotational basis every three years (Appendix H, WOSC 2006-2007 Standing Committee Roster). Items analyzed in this process are the program’s budget, syllabi, number of students, number of graduates, retention rates, assessment plan, and program outcomes. This internal review process insures that program evaluation is ongoing.

By meeting the requirements of program review and reporting and monitoring the progress of online offerings through the planning processes, Western will have adequate strategies to evaluate and improve upon the proposed change to offer online delivery of courses and programs.
Section VII
Conclusion
VII. Conclusion

Western Oklahoma State College has the distance learning experience, technology infrastructure, support personnel, and budget to successfully offer the associate degree through online delivery. Since 1972 the College has accepted the challenge of providing alternative modes of instruction to meet the needs of the local population and special populations throughout Oklahoma, particularly the military, students enrolled in Cooperative Agreements at technology centers, concurrently enrolled high school students, the state prison system, and most recently, early childhood educators and nurses. In the last six years, the online courses have proved to be a valuable addition to the interactive television instruction and telecourses.

The College provides excellent technology support to on-campus and off-campus students. Support is enhanced by three positions: the Director of Instructional Support, Instructional Support Specialist, and an ITV Technical Specialist. Excellent student support services are offered to both on- and off-campus students including advisement, admissions, enrollment, accessibility to online courses and student information through one single portal. These staff positions are also dedicated to faculty and staff development to ensure that Western’s faculty members are properly equipped to handle the learning management system and teach in an online environment. Western has been proactive in anticipating needed changes with learning management systems and is currently transitioning from the use of two learning management systems (WebCT and Moodle) to just Moodle, an open source learning management system.

Adding the Director of Instructional Support position to Western’s staff has allowed rapid development of online courses. He provides day-to-day support as well as regularly scheduled training sessions for faculty members. Adequate space and equipment have been dedicated to his activities at the College. Instructional support is also given by two contracted positions and a part-time computer software engineer.

Western Oklahoma State College has been a leader in the state of Oklahoma in implementing effective distance education initiatives for students. The College’s budget will continue to support distant learning. Funds from the general budget and grants (when applicable) supply the basic staff and resource costs. A $20 per credit hour electronic delivery fee charged for all electronically delivered courses provides enhancements for distance learning programming and support.

Enrollments continue to climb in online enrollment with the following enrollments being recorded for 2006- Spring 2006 - 876, Summer 2006 - 342, and Fall 2006 - 1,225.

Western Oklahoma State College has all the resources in place to support online learning. Faculty and students have responded to new mode of course delivery. Adequate safeguards for quality control are provided by institutional safeguards and State Regents’ policies for course assessment and program review. The State Regents’ staff will continue to monitor the College’s progress, and degree programs can be added only after review and sanction of the Western Oklahoma State College Board of Regents and the State Regents. Therefore, the College respectfully requests that the institutional change be reviewed and approved.
Western Oklahoma State College

On-Line Best Practices Review Study

Submitted by: WOSC Technology Committee

April 09, 2007
As of 2006, 90 percent of colleges across the United States offered some type of online education. For more than a decade, Western Oklahoma State College has understood the relevance of distance education technologies including online learning. We have learned over the years that quality benchmarks for distance learning are sometimes moving targets, changing with the landscape of technology innovations, including quantum leaps in processing power. By contrast, we have observed that the benchmarks for quality instruction have remained relatively constant. Outstanding educators were just as recognizable 20 years ago as they are today. Yet, we are only beginning to realize that what it means to educate within the context of virtual environments. So the immediate questions for WOSC is how do we partner “highly qualified” instructors with “highly powerful technology” to become a “high performing” institution?

A recent study by Scott L. Howell, PhD Brigham Young University, Peter B. Williams, M.S. Brigham Young University and Nathan K. Lindsay, M.S. University of Michigan has identified Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning. Their findings reflect a thorough examination of numerous studies targeting recent distance education topics and issues. This study is currently an object of peer study at WOSC, and will encapsulate a “theoretical framework” for the emerging digital content delivery model at WOSC.

Trends identified in this study include:

**Student/Enrollment Trends**
1. The current higher education infrastructure cannot accommodate the growing college-aged population and enrollments, making more distance education programs necessary.
2. Students are shopping for courses that meet their schedules and circumstances.
3. Higher-education learner profiles, including online, information-age, and adult learners, are changing.
4. The percentage of adult, female, and minority learners is increasing.
5. Retention rates concern administrators and faculty members.

**Faculty Trends**
6. Traditional faculty roles are shifting or “unbundling.”
7. The need for faculty development, support, and training is growing.
8. Faculty tenure is being challenged, allowing for more non-traditional faculty roles in distance education.
9. Some faculty members are resisting technological course delivery.
10. Faculty members who participate in distance education courses develop better attitudes toward distance education and technology.
11. Instructors of distance courses can feel isolated.
12. Faculty members demand reduced workload and increased compensation for distance courses.

**Academic Trends**
13. Knowledge and information are growing exponentially.
14. The institutional landscape of higher education is changing: traditional campuses are declining, for-profit institutions are growing, and public and private institutions are merging.
15. There is a shift in organizational structure toward decentralization.
16. Instruction is becoming more learner-centered, non-linear, and self-directed.
17. There is a growing emphasis on academic accountability.
18. Academic emphasis is shifting from course-completion to competency.
19. Education is becoming more seamless between high school, college, and further studies.
20. Higher education outsourcing and partnerships are increasing.
21. Some advocate standardizing content in learning objects.

**Technology Trends**
22. Technological devices are becoming more versatile and ubiquitous.
23. There is a huge growth in Internet usage.
24. Technological fluency is becoming a graduation requirement.
Economic Trends
25. With the economy in recession, there are fewer resources for higher education and higher education initiatives, such as distance education.
26. Funding challenges are the top IT concern for many.
27. Lifelong learning is becoming a competitive necessity

Distance Learning Trends
28. More courses, degrees, and universities are becoming available through distance-education programs.
29. The Internet is becoming dominant among other distance-education media.
30. The distinction between distance and local education is disappearing.
31. The need for effective course-management systems and Web services is growing.
32. There is an increasing need for learning and teaching strategies that exploit the capabilities of technology.

Our current operational model is based on the Tarrant County Community College, “Best Practices Model” which we learned of at the League for Innovation Conference during the fall of 2005. We used the work of the following community college colleagues as our operation model:

- Ann Beheler, Executive Director and Dean Engineering and Emerging Technologies, Collin County Community College
- Jim Picquet, Ph.D. Vice President, Instruction Lecroy Center for Telecommunications, Dallas County Community College
- Kevin Eason, Ph.D. Assistant Director of Distance Learning, Tarrant County College.

Their “standards based” model has been structured around the Benchmarks for Success in Internet-Based Distance Education which was prepared by the Institute for Higher Education Policy.

The Institute for Higher Education Policy is a non-profit, non-partisan organization whose mission is to foster access to and quality in postsecondary education. The Institute’s activities are designed to promote innovative solutions to the important and complex issues facing higher education. These activities include research and policy analysis, policy formulation, program evaluation, strategic planning and implementation, and seminars and colloquia. This study identifies benchmarks considered essential to ensuring excellence in Internet-based distance learning. The benchmarks are divided into seven categories of quality measures currently in use on campuses around the nation.

Benchmark Categories

1. Institutional Support
2. Course Development
3. Teaching Learning Process
4. Course Structure
5. Student Support
6. Faculty Support
7. Evaluation and Assessment
8. Teaching/Learning Process

Benchmark Details

6. Distance learning course development must be approved through a broad peer review process.
7. Guidelines exist regarding minimum standards for course development, design, and delivery.
8. Course design is managed by teams comprised of faculty, content experts, instructional designers, technical experts, and evaluation personnel.
9. During course development, the various learning styles of students are considered.
10. Assessment instruments are used to ascertain the specific learning styles of students, which then determine the type of course delivery.
11. Courses are designed with a consistent structure, easily discernable to students of varying learning styles.
12. The technology being used to deliver course content is based on learning outcomes.
13. Instructional materials are reviewed periodically to ensure they meet program standards.
14. Student interaction with faculty is facilitated through a variety of ways.
15. Student interaction with other students is facilitated through a variety of ways.
16. Feedback to student assignments and questions is provided in a timely manner.
17. Feedback to students is provided in a manner that is constructive and non-threatening.
18. Courses are separated into self-contained segments (modules) that can be used to assess student mastery before moving forward in the course or program.
19. The modules/segments are of varying lengths determined by the complexity of learning outcomes.
20. Each module/segment requires students to engage themselves in analysis, synthesis, and evaluation as part of their course assignments.
21. Class voice-mail and/or e-mail systems are provided to encourage students to work with each other and their instructor(s).
22. Courses are designed to require students to work in groups utilizing problem-solving activities in order to develop topic understanding.
23. Course materials promote collaboration among students.
Course Structure
24. Students are provided with supplemental course information that outlines course objectives, concepts, and ideas.
25. Specific expectations are set for students with respect to a minimum amount of time per week for study and homework assignments.
26. Faculty are required to grade and return all assignments within a certain time period.
27. Sufficient library resources are made available to the students.
28. Students are instructed in the proper methods of effective research, including assessment of resource validity.
29. Before starting the program, students are advised about the program to determine if they have the self-motivation and commitment to learn at a distance.
30. Learning outcomes for each course are summarized in a clearly written, straightforward statement.

Student Support
31. Students can obtain assistance to help them use electronically accessed data successfully.
32. Students are provided with hands-on training and information to aid them in securing material through electronic databases, interlibrary loans, government archives, news services, etc.
33. Written information is supplied to the student about the program.
34. Easily accessible technical assistance is available to all students throughout the duration of the course/program.
35. A structured system is in place to address student complaints.

Faculty Support
36. Technical assistance in course development is available to faculty and they are encouraged to use it.
37. Faculty members are assisted in the transition from classroom teaching to distance instruction and are assessed in the process.
38. There are peer mentoring resources available to faculty members teaching distance courses.
39. Distance instructor training continues throughout the progression of the online class.
40. Faculty members are provided with written resources to deal with issues arising from student use of electronically-accessed data.

Evaluation and Assessment
41. The program’s educational effectiveness is measured using several methods.
42. An evaluation process is used to improve the teaching/learning process.
43. Specific standards are in place to compare and improve learning outcomes.
44. Data on enrollment, costs, and successful/innovative uses of technology are used to evaluate program effectiveness.
45. Intended learning outcomes are regularly reviewed to ensure clarity, utility, and appropriateness.

Path to Implementation
The rapid growth of web-based enrollment at WOSC from 23 students in 3 courses in fall 1998 to a current enrollment of 700 in 93 course sections in spring 2007 indicates a significant interest in Internet instruction from the area market. Student surveys reveal that the courses are fulfilling a demonstrated need by allowing greater schedule flexibility, less travel, continued coursework while on military deployment, and independent learning.

Involvement of Appropriate Faculty and Staff
Curriculum is determined through a clear process at Western Oklahoma State College and is controlled primarily through two committees: Academic Affairs and Curriculum. Both committees are predominantly faculty with representation from all five divisions. The Academic Affairs Committee recommends policies and standards to the President and has primary responsibility for general education requirements and the acceptance of courses that fulfill those requirements. In addition, the Committee monitors changes in State Regents’ policies that affect the associate degree programs. The Curriculum Committee evaluates all program proposals, both new and changes to current programs, and course proposals and changes (Curriculum Committee description and membership). Approved courses and programs are forwarded to the President for his review and recommendations to the Western Oklahoma State College Board of Regents. Ultimately, programs must be submitted to the OSRKE before being offered. Programs approved by that body are subject to stringent review as discussed in Section VI of this request.

Online courses at this juncture are not new courses, but courses delivered by means alternative to the classroom. Therefore, they are not necessarily subject to review by the Academic Affairs or Curriculum Committees. Such courses are considered by the respective division and discipline faculty and deans to see if they are suitable for online delivery. However, these committees have been made aware of the program and delivery mode since the inception of online courses in 1998. The alternative delivery of courses has always had the approval of full-time discipline faculty before being scheduled.

The current and previous Vice President for Academic Affairs has promoted the use of online courses throughout all academic divisions. The two Campus Deans have worked in concert with the Vice President to provide faculty with the tools and funds to devote to online course development and utilization. The College has supported innovation with regular training and equipment incentives. Faculty
have been encouraged to attend conferences such as the Oklahoma Distance Learning Association Conference, the Texas Distance Learning Conference, Course Management Systems Conferences, the League for Innovation Conference and the Educause Conference.

An instructional support position was first recommended in 1997; however, funding limitations and budget cutbacks following the events of 9/11 prevented this from occurring. In 2005, with the support of the Technology Committee, the Chief Technology Officer recommended and received approval to add 3 positions in 2005-2006 to support the expansion and online course development: Director of Instructional Support (12 month position regular position); Instructional Support Specialist (grant funded), ITV Technical Specialist (grant funded) In addition, WOSC Information Support systems is currently contracting with two part-time Instructional Designers and one part-time Software Engineer, who are being paid with grant funds to assist with course development and CMS programming.

The Vice President for Student Affairs has worked with enrollment advisors, counselors, and financial aid staff to see that the needs of the distance learner are considered and met. Work in that area will be ongoing as the College has more capacity and knowledge about optimum requirements for effective learning.

Based on practices of other institutions, the executive council, on the recommendation of the Vice President for Business Affairs, has encouraged the use of special fees for distance learning support and has directed expenditures accordingly. Generally, when a need arises, resources for tools and development are obtained to further Western’s efforts in developing online courses.

The Chief Technology Officer has provided precise consultation to the planning and preparation and delivery of web services for all students. IT staff are acutely aware that the College must continue to find creative methods and technologies to support local and remote learners. Various offices work together and an on-going dialogue of distance learning is integrated with the planning, budgeting, and staffing of the College

**Online Briefings and Course Management Transitions**

Early in the expansion of the Internet course offerings at Western Oklahoma State College, staff and faculty realized the need for robust communication with our current and potential online students. In the summer of 2005 the College began developing an online student briefing which includes e-learning tutorials for Internet and hybrid courses. WOSC has deployed the MOODLE open-source course management system for 77% of our web based courses. WOSC has implemented a transition timeline which assists instructors in moving their remaining courses from the WebCT course management system. When complete, this briefing and tutorial set will provide students with a media-rich learning module to identify whether online learning is a sound option for particular students as well as, helping minimize technical issues and acclimate students to the online learning environment. This orientation, since its inception, is in a state of continual revision to providing students with the most authentic and relevant learning experience available.
### Current Online Classes (including conversion designations)

**Converted**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
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<td>28320</td>
<td>Advanced Ground School</td>
</tr>
<tr>
<td>38314</td>
<td>Aviation History of Aviation</td>
</tr>
<tr>
<td>38401</td>
<td>Aviation Private Pilot Ground</td>
</tr>
<tr>
<td>2C091</td>
<td>Micro Apps Introduction</td>
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<tr>
<td>2C120</td>
<td>Art History 1C</td>
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<td>3C405</td>
<td>Medical Terminology 3C405</td>
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<tr>
<td>3C001</td>
<td>Glover General Biology</td>
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<td>3C4408</td>
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<td>Beg Numeracy 3C4431</td>
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<tr>
<td>3C4432</td>
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Faculty members work individually and in groups with the Director of Instructional Support to discuss design issues relevant to Internet course delivery. In addition, given their experience in delivering Internet courses at the college level, several seasoned faculty members are available to provide peer-advice and assistance to those new to online instruction. Our goal is to develop a high-performing learning community.

Although Western has had consistent efforts in providing professional development for faculty, we have only recently created a department specifically staffed for this purpose. A primary objective of our new Director of Instructional Support is to create an atmosphere of collegiality including data-driven decision making. An initial training survey of our faculty was administered in September 2005. Professional development sessions were developed and offered according to this data. Faculty and Staff requests continue to drive a significant portion of our training schedule. We also utilize faculty and staff to provide cross-curricular and intra-departmental peer instruction. Also, the WOSC Instructional Support lab is available to instructors Monday through Friday during the day and evening as needed.
In the past professional development sessions utilized existing staff through grant sources (1998 Cameron/East Central/ WOSC Faculty development grant) and 2002 SBC Foundation Grant or through a special state-wide (HB1815) ‘Train the Trainer’ program for infusing technology into the teaching and learning processes. In Fall 2005, as part of our Instructional Support website, the College initiated an online Faculty Resource Center. Although various workshops began in the Fall 2005 there was a specific focus on training to facilitate the conversion of our content management system from WebCT to Moodle. Every faculty member who utilizes Moodle for either online or on-campus courses is a participant in a web-based training for Moodle through Moodle. Faculty members are encouraged to share ideas and strategies with one another in person and through this online resource. Current strategies include regular training sessions at various times of the day and evening including faculty lunch group (Brown Bag Specials) which provides a collegial environment to focus on sharing, instructional strategies, and “hot topics” related to online teaching and learning.

WOSC provides an online help system, a support forum, and a support ticket system to handle many technical issues. Students and faculty members who experience technical issues may contact the Helpdesk by phone, email, or Internet. The response time is a 24 hour target, but most issues are resolved within a few hours, if not immediately. The Helpdesk operates 7 days a week.

**Learning Support Systems**

Given the technological, andragogical, and pedagogical challenges faced by instructors teaching online courses, WOSC has begun the development of several resources designed to assist these instructors in the challenges they face when teaching online courses. During the summer of 2006 the Information Systems Department refocused by changing their name to Learning Support Systems to emphasize the learner not the technology. Additionally, given the similar challenges faced by students taking Web-based courses, support materials are being developed to provide instruction to these online learners on the use of the relevant technologies and effective learning strategies for the online environment. The Instructional Support Department is developing these guides with input from faculty, students, and technologists.

The Learning Support Systems Website provides assistance to instructors at all levels of expertise. The topics include, but are not limited to: setting up an online course: student management; utilizing course management tools; preparing digital course enhancements, effective online instructional strategies; and preparing for a new semester. The Student Learning Portal provides additional assistance to the online learners. The topics include: assessing online requirements; technical support; learning strategies; and using course management tools.

First-time online instructors are provided with a variety of support mechanisms to assist them in the development of their online course and the related materials to support student learning. A primary goal of Learning Support Systems is to improve the efficiency of the dissemination of information and remove much of the apprehension felt by online instructors. Instructors have access to a resource listing instructional strategies which have been identified as best practices for online delivery. These “Best Practices” will enhance student learning much more quickly than having professors self-discover lessons previously experienced by others. This resource is available to experienced online instructors as well. Undoubtedly, all professors will glean information for improving their courses to better assist the online student. WOSC also staffs and maintains and Instructional Support Lab which is available to instructors Monday through Friday during normal operating hours.

All online learners have access to Learning Support Systems. As with the faculty resource, this guide makes the dissemination of information much more efficient and removes much of the apprehension experienced by online students, especially those new to this mode of learning. This guide will provide
effective online learning strategy clues and tips on how to utilize course management and digital tools to assist them with their learning of the course content as well as sharing what they have learned in a course.

**Technology Committee**
Western has established a Technology Committee. This group meets to discuss issues relevant to online instruction at Western Oklahoma State College. Various professors will demonstrate structures within their online course and discuss strategies they have utilized to overcome a range of instructional challenges. This discourse will further reduce the time required for learning effective strategies by new and experienced online teachers. Periodically, vendors and/or professors will demonstrate the utilization of new technologies and strategies for the effective use of the tools.

**Introduction of Minimum Standards**
Using the Tarrant County Minimum Standards of Excellence as an operational model, the technology committee has developed the following Best Practices Guidelines for developing and implementing online courses. These standards reference Benchmarks for Success in Internet-Based Distance Education which was prepared by the Institute for Higher Education Policy.

**WOSC Web-Based Course Development Standards and Request Policy**
Any instructor wishing to design or teach a Web-based course will first make application with the Curriculum Committee. Upon approval by the Curriculum Committee the instructor will build their course according to these minimum standards:

As part of the approval process by the curriculum committee, the technology committee recommends that the proposed course will contain evidence of:

1. Course Alignment with WOSC Mission
2. Course Design based upon best-practices model
3. Instructor Preparedness (past training for web courses)
4. Instructor Commitment to future professional development sessions

**Part 1: Course Preparation and Development**

**Presentation of Content**
Each course will include a comprehensive presentation of course content that will support the objectives, concepts, ideas, and learning outcomes of the course. This presentation of course content is critical to an effective online course and takes the place of what a faculty member would do during an on-campus class. Faculty will document this process through a Minimum Standards Checklist to show how they present content in their course(s).

Courses must be designed to require students to engage themselves in analysis, synthesis, and evaluation, as part of course requirements. Faculty will document on the Minimum Standards Checklist how they design their course(s) to engage students in analysis, synthesis, and evaluation.

Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 1-12, and 17)

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Courses will be designed with a focus on interaction, including student to content, student to student, and student to instructor. Such interaction is critical to an online class and the instructor bears the responsibility for initiating and maintaining such interaction. Faculty will document on the Minimum Standards Checklist how they design their course(s) to facilitate these facets of interaction.

The focus on interaction is largely dependent on the responsiveness (immediacy) of the faculty member. A possible requirement could be that online faculty will commit to read and respond to email five days per week, ideally within a 24 hour period. For student benefit, a statement regarding response time
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Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 7, 9, 10, 11)

**Campus Activity**

Except in cases of extreme travel distances or other mitigating circumstances, WOSC faculty shall design their course requirements with at least one on-campus graded activity. This may be an exam, course orientation, presentation, or some other activity. This activity will contribute substantially to the course grade. Faculty will document on the Minimum Standards Checklist how they meet this requirement.

Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 4, 5)

**Course Materials**

To ensure the reliability of the technology delivery systems, all pertinent course materials developed by the instructor shall reside on WOSC storage and delivery systems. These current storage systems include the following servers: WOSC LAN, WebCT, Moodle, and western.cc.ok.us Web Server. It is acceptable to link to publisher websites and other Internet sites to provide supplemental course content. Any exceptions to this must be approved by the VP for Academic Affairs and the Chief Technology Officer.

Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 4, 5)

**Part 2: Classroom Delivery Standards**

WOSC currently uses two course management systems (WebCT, Moodle) and a web server (www.western.ok.cc.us) to support our distance learning initiatives. Our electronic transmissions utilize DS3 bandwidth provided by OneNet and WOSC has a presence on Inet2 because of our OneNet designations. Additional resources and technologies available to instructors include:

- **Digital Video Recorders**
- **Digital Video Editing Software**
- **Digital Cameras**
- **Digital Audio Recorders for Podcasting**
- **Studymate Software**
- **Flash Webinar Creation Tools**
- **Tablet Computers**
- **SmartBoards**
- **Audio Editing Software**
- **Animated Avatar Creation Software**
- **3D Learning Environment Software Airliners (wireless Tablets)**

**Required Course Information for WOSC Online Courses** (Minimum Standards)

**Course Syllabus**

A web-based course is an extension of a physical classroom and will mirror the same content and rigor as a physical classroom.

Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 7, 8, 9, 10, 11)

**Office Information**

Faculty will provide contact information, office hours, and campus and office location.

Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 8, 11)

**Instructor Vita**

Faculty will include biographical information to students about his/her job title, degrees earned, relevant experience, and so forth. An instructor photo is encouraged, but optional.

Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 8)

**Important Dates**

Important dates for the course will be posted/incorporated into classes such as assignment/test/project due dates as well as information such as the last day to withdraw passing from a course, etc.

Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 7, 10, 11)
Course Content/Lessons
Each course requires comprehensive presentation of course content that will support the objectives, concepts, ideas and learning outcomes of the course.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 7, 8, 10, 11, 12)

Resource Links:
Course-related web site links and information about those links will be provided.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 7, 10)

Announcements
Course Announcements will be made available to students through features of the CMS: forums, groups, chat, blogs, news, rss feeds, podcasts, animations, etc.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 7, 10)

Frequently Asked Questions
Faculty will develop a Frequently Asked Questions area specific to their particular course. This FAQ area will be updated and maintained from semester-to-semester by the instructor and will include information related to commonly asked questions by students.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5 - 11)

Online Grade Book
All faculty will use the online grade book feature of the CMS. This will allow students to monitor their grades at any time.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 5, 7, 9, 10, 11)

Assignments
Instructors will post information about all class assignments including instructions, due dates and point values. Assignments may include a variety of activities including written work, quizzes, discussion topics, presentations, video, audio, blogs, class projects, etc.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 5, 7, 8, 9, 10, 11)

File Resource Manager
Instructors will utilize the file resource manager features of our CMS, which will facilitate the exchange of files between instructors and students.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 5, 6, 7, 8, 9, 10)

Online Assessment
Instructors may utilize the CMS assessment features to develop online quizzes and tests. Alternative assessments such as rubrics, critical evaluations, surveys, etc. may also be used. Assessment data from your online course will be downloaded and compiled with onsite course assessment data.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 5, 7, 9, 10, 11)

Webinars/Chat/Forums
Webinar Delivery, Real-time chat and discussion forums are available as features of our CMS
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 5, 7, 8, 9, 10, 11)

Instructional Support
WOSC provides curriculum and media instructional support. These services are available to faculty upon request.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 6)

Professional Development
WOSC Instructional Support provides ongoing training sessions, seminars, and options for utilizing internal and external expertise. Please monitor the training schedule for sessions that will be beneficial. Faculty may also make training requests to the Director of Instructional Support.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 6)
Course Development Checklist
A course best practices checklist has been developed and implemented as a guide to assist instructors in developing their online courses. This guide helps to identify whether standards are being met as well as areas which have room for growth. The guide also provides comments space to foster instructor self-reflection as they review their course content. Collectively the guides can also serve as a mechanism for peer-review, allowing instructors to share processes and innovations within their on-line courses. Additional support materials are housed in the Instructional Support Lab and On-line resources are also provided.

Planning for Student Success
As our mission states: Western Oklahoma State College is committed to providing exemplary educational opportunities to meet the needs of the individual and the community in an increasingly global society. In accordance with this mission, Western’s educational programs and services are designed to help people achieve their individual potential, enrich their lives, and become responsible and productive members of society. Thus, Western Oklahoma State College exists for the following purposes:

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 complete a bachelor’s degree;
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 institution’s efficiency and effectiveness of operation;
7. To provide student and program support in the form of assessment and guidance services designed to maximize program potential enabling students to reach their educational and career goals;
8. To participate in programs of economic development with comprehensive or regional universities toward the end that the needs of each institution’s geographic service area are met.

Western Oklahoma State College’s on-line effort originates from Western’s main campus located in Altus, Oklahoma. It serves a diverse group of students providing quality education and training for both general and medical office professionals. Students served include:

- Altus Air Force Base military spouses
- Tech Prep and cooperatively enrolled adult students in area technology centers
  - Southwest Technology Center (Altus)
  - Great Plains Technology Center (Lawton)
  - Great Plains Technology Center (Frederick)
Western Technology Center (Burns Flat)
- POWER (Western’s Welfare to Work program) students
- Traditional students
- Full-time working students
- Stay-at-home mothers

Electronic Delivery

There are several reasons why we offer an online delivery format. They include:

- Mobility of Students Served. Military students and their spouses need flexibility when completing a college degree. Deployments and reassignments typically disrupt these students’ ability to complete courses and degrees. Thus online courses and a fully online degree will aid in retention at not only the course level but also the program level.
- Retention of Tech Prep and Cooperatively Enrolled Students. Western works with four area technology centers. With the exception of Southwest Technology Center located in Altus, other technology centers are located from 36 to 60 miles away with their service areas extending even further. Allowing students to take online classes to complete this degree program has “bridged the gap” between the technology centers and the college enabling more students to attempt completion of the program.
- Welfare to Work Program. Western’s POWER students need college credited courses without the limitations of the traditional sixteen week format. Online courses have allowed these students to take complete college work in a shorter time period.
- Rural Location: Western Oklahoma State College serves a very rural population. The price of fuel has become a detriment to students that must drive in order to attend classes on campus. Online delivery of courses for this program provides the instruction to the student where they are located.
- Working Students. Due to the increase of tuition and cost of living as a whole, more students are working more hours to help offset these costs. Online delivery of these courses allows the student to learn at a time that is convenient for them not when it is convenient for the college.
- Stay-at-Home Mothers. Advisors for this program have indicated that many stay-at-home mothers want to gain a degree while at home with their young children so that they can enter the workforce once their child or children enter school. Many of these mothers have indicated that they would not be able to seek a college degree without online delivery of courses.

Summary of Findings
Our findings confirm that the successful implementation of best practices for online instruction requires a pool of high-quality instructors and the availability of functional technology and support.

Our support of on-line learning is multifaceted, comprising elements as general as routine maintenance and as specific as individualized training. During this self-study of our best practices we have identified three layers of technology support and coordination.

First, our leadership understands that fact that instructional support is not simply technical support. Instructional support systems at WOSC include both the technical and instructional domains of support. We recognize how each of these domains helps to facilitate the integration of technology into our curriculum at the classroom and virtual level. Our leadership team is cognizant of how their decision-making and other leadership duties set the stage for creating high-quality support programming.
Second, instructional support systems are more effective when staffed by experienced and well-trained personnel. Western has staffed these key technical positions with competent, trained individuals. Our team understands the technical and instructional domains of support. We engage instructors based on their current levels of technical competence to bridge their technical ability with their classroom teaching experience; in a nurturing environment; and their aptitude for instructional design is developed. The range of responsibilities for technology support exceeds the capabilities of any one person. Therefore we have identified and classified pockets of technical expertise. Our Help Desk system routes support accordingly. In addition, our instructional support staff regularly cross-trains and utilizes peer-training across our organization.

Third, instructors must be provided with opportunities to learn about, share and use technology. We are continually working to expand our learning community realizing that we are both learners and instructional designers. Our instructors have convenient access to educational technology resources and reliable support for their use. Those who need help in leveraging technology have opportunities to learn. We strive to balance training with other work demands; and we provide teachers with opportunities to socially construct understandings of these instructional tools. Realizing that, teachers must first have access information and with experience they can integrate their knowledge of technology into their pedagogy.

Survey Instruments and Data Driven Decisions
Instructor and Student Survey Results are indicating that WOSC’s technology training initiative and online classes are responding to the internal and external needs of our learning community. We will continue to assess and act upon these assessments to maintain vigorous virtual learning environments.

WOSC “Best Practices for On-line Instruction” Implementation Plan

The WOSC Dean of Learning Support Systems/Chief Technology Officer will coordinate the implementation of “Best Practices” through the Technology Committee, Curriculum Committee and High-Level Champions.

Initial Assessments
- Coordination Team will review and report on past assessments
- Coordination Team will regularly review “Best Practices” Studies
- Coordination Team will periodically administer new surveys
- Coordination Team will make data-driven recommendations

Policies
- Review current “On-Line Course” polices
- Work through proper channels to establish organizational policy on Best Practices
- Develop initial and ongoing promotion plans to increase awareness of policy, internally and externally through Tech Committee and Curriculum Committee
- Present Policy Changes to Board of Regents
- Announce any new organizational policy

Promote Organizational Awareness
- Regularly reinforce organizational policy on Best Practices
- August Staff Orientation
- New Employee Orientation
• Adjunct Orientation
• Regular Staff Meetings

**Monitor, Assess, Revise**
• Conduct ongoing monitoring of WOSC Best Practices
• Invite and respond to user feedback on Best Practices
• Periodically review all aspects of implementation plan for effectiveness
• Identify Areas of concern and implement strategies for improvement

Respectfully Submitted by the WOSC Technology Committee
April 09, 2007

Membership List:
Kent Brooks, Dean of Learning Support Systems/Chief Technology Officer
Scott Charlson, Director of Instructional Support
Rachel Beckner, Language Arts Instructor
Jerry Bryan, Fine Arts Instructor
CL Carden, Criminal Justice Instructor
Susan Childs, Distance Learning Coordinator & OFST Instructor
Mickey Graham, Social Sciences Instructor
Anita Miller, Technical Staff
Crystal Overton, Nursing Program Director
Steve Prater, Technical Staff
Kim Zachary, Technical Staff
If an instructor is paid to develop a course WOSC retains ownership rights of the course. All online courses must be approved by the curriculum committee.

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Instructor Vitae
Faculty will include biographical information to students about his/her job title, degrees earned, relevant experience, and so forth. An instructor photo is encouraged, but optional.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 8)

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Important Dates
Important dates for the course will be posted/incorporated into classes such as assignment/test/project due dates as well as information such as the last day to withdraw passing from a course, etc.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 7, 10, 11)

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Course Content/Lessons
Each course requires comprehensive presentation of course content that will support the objectives, concepts, ideas and learning outcomes of the course.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 7, 8, 10, 11, 12)

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**Resource Links:**
Course-related web site links and information about those links will be provided.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 7, 10)

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**Announcements**
Course Announcements will be made available to students through features of the CMS: forums, groups, chat, blogs, news, rss feeds, podcasts, animations, etc.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5, 7, 10)

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**Frequently Asked Questions**
Faculty will develop a Frequently Asked Questions area specific to their particular course. This FAQ area will be updated and maintained from semester-to-semester by the instructor and will include information related to commonly asked questions by students.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks 5 - 11)

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**Online Gradebook**
All faculty will use the online gradebook feature of the CMS. This will allow students to monitor their grades at any time.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 5, 7, 9, 10, 11)

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**Assignments**
Instructors will post information about all class assignments including instructions, due dates and point values. Assignments may include a variety of activities including written work, quizzes, discussion topics, presentations, video, audio, blogs, class projects, etc.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 5, 7, 8, 9, 10, 11)

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**File Resource Manager**
Instructors will utilize the file resource manager features of our CMS, which will facilitate the exchange of files between instructors and students.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 5, 6, 7, 8, 9, 10)

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**Online Assessment**
Instructors may utilize the CMS assessment features to develop online quizzes and tests. Alternative assessments such as rubrics, critical evaluations, surveys, etc. may also be used.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 5, 7, 9, 10, 11)

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**Webinars/Chat/Forums**
Webinar Delivery, Real-time chat and discussion forums are available as features of our CMS
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 5, 7, 8, 9, 11)

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**Instructional Support**
WOSC provides curriculum and media instructional support. These services are available to faculty upon request.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 6)

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**Professional Development**
WOSC Instructional Support provides ongoing training sessions, seminars, and options for utilizing internal and external expertise. Please monitor the training schedule for sessions that will be beneficial. Faculty may also make training requests to the Director of Instructional Support.
Reference: Benchmarks for Success in Internet-Based Distance Education, The Institute for Higher Education Policy. (Specific Benchmarks: 6)

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*If needed please attach other comments or related documentation to this checklist.*

I affirm that I have reviewed/developed my course according to WOSC Online Course Development Minimum Standards. I also understand that if I have been compensated to develop this course that WOSC will retain ownership rights of the course. I also understand that all online courses must be approved by the WOSC Curriculum Committee before they are made available to students.

**Instructor:**

**Date:**

Please sign and date this document and route to the Dean of your division.
Appendices
Appendices

Appendix A
Business and Information Systems Strategic Plan 2002-2003

Appendix B
Business and Information Systems Strategic Plan 2004-2005

Appendix C
Online Student Survey

Appendix D
NCA Committee Structure

Appendix E
OSRHE Request for Online Program Approval

Appendix F
WOSC Board of Regents Agenda, June 27, 2006, Item 12
WOSC Board of Regents Minutes, June 27, 2006

Appendix G
Letter of Approval from OSRHE

Appendix H
Western Oklahoma State College 2006-2007
Standing Committee Membership Roster

Appendix I
Western Oklahoma State College Online Delivery Pay Scale

Appendix J
Western Oklahoma State College Assessment Report Executive Summary

Appendix K
Western Oklahoma State College Assessment Report 05-06

Appendix L
State Regents’ Policies

Appendix M
Instructional Support Training Logs

Appendix N
OSRHE Approval Letter for Online Delivery
Appendix A

Business and Information Systems
Strategic Plan 2002-2003
WESTERN OKLAHOMA STATE COLLEGE
BUSINESS AND INFORMATION SYSTEMS DIVISION

Mission Statement:

The Business and Information Systems Division is committed to offering open and equal access to the needed academic and technical programs in our division to support economic development for business and industry.

STRATEGIC PLAN
2002-2003

INSTITUTIONAL GOAL:
2 Enhance enrollment management program to increase full-time equivalent student enrollment.

DIVISION GOAL:
2 Enhance enrollment management program to increase full-time equivalent student enrollment.

DIVISION OBJECTIVE:
2.1 Enhance enrollment process

STRATEGIC OBJECTIVE:
2.1.1 Mandatory academic advising

OUTCOMES
Students will receive individualized educational plans to help them obtain their career goals.

ACTION PLAN
Faculty from this division will participate in early, regular, and late enrollment dates as well as enroll by appointment.

RESPONSIBILITIES
Faculty members will post hours available for advisement for enrollment.
Faculty will be in their offices during posted enrollment hours.
Faculty members will announce early enrollment dates to students in classes.
Students will make appointments with faculty members when additional advisement is needed.
Faculty members will keep tally of advisees seen during each enrollment period.

PERFORMANCE MEASURES
100 percent of faculty members from this division will participate in advisement sessions determined for set enrollment periods.
Number of advisees seen during each enrollment period will be analyzed to determine if needs of students are being met.
USE OF RESULTS
Advisement process will be refined through feedback from faculty and students.

COSTS
None

STRATEGIC OBJECTIVE:
Improve scheduling of classes

OUTCOMES
Students will be provided flexible scheduling to provide enhanced opportunities to complete their degrees

ACTION PLAN
Both 16-week and 8-week courses will be offered by this division.
Web-based courses will be offered by this division.
Weekend courses will be offered by this division.
Division will investigate the possibility of adding a fast-track Office System Technology degree program through the use of computer-aided instruction.
Division will investigate offering additional courses in a flexible format.
Technical-specialty courses will be placed on a cycle to be sent to technology centers that participate in cooperative agreements via telecommunications.
This division will continue its partnership with Northern Oklahoma College in Enid to provide additional software support courses.

RESPONSIBILITIES
Faculty members will teach courses offered in a variety of formats.
Division director will investigate the addition of a fast-track Office Systems Technology degree program.
Faculty will meet each semester when putting schedules together to discuss new formats for course scheduling.
Division director will work with distance education coordinator to ensure cycling of technical specialty courses to technology centers.
Division director will coordinate scheduling with Northern Oklahoma College in Enid.

PERFORMANCE MEASURES
At least two weekend courses will be offered each fall and spring semester.
At least one Internet-based course will be offered each fall and spring semester.
Eight-week courses will be offered for accounting and economic courses each semester.

USE OF RESULTS
Students will have an opportunity to complete degree using a combination of times and scheduling that fit their particular needs.

COSTS
Dedicated lab to house Office Systems fast-track degree
Software for Office Systems fast-track degree program
Faculty member to oversee fast-track degree

DIVISION OBJECTIVE:
2.2 Enhance retention rate

STRATEGY:
Continue Retention Task Force

OUTCOMES
Division will have a voice on the college’s Retention Task Force.

ACTION PLAN
The division will have at least one faculty member on the Retention task force.
Information from the Retention Task Force will be disseminated to the division faculty.

RESPONSIBILITIES
The division director will ensure that at least one faculty member from the division is a member of the Retention Task Force.
The division director will disseminate information from the Retention Task Force to the faculty members in the division.

PERFORMANCE MEASURES
At least ONE faculty member from the division will be a member of the Retention Task Force.
The minutes from 100% of the Retention Task Force meeting will be distributed to the division faculty.

USE OF RESULTS
The division’s retention efforts will be in line with the goals and objectives of Western’s Retention Task Force.

COSTS
None

STRATEGY:
Enhance cooperative agreements with Vocational-technical schools.

OUTCOMES
Cooperative agreement process and matrices will be improved and updated each year to provide technology center students a seamless educational pathway.

ACTION PLAN
Hardware/Networking instructor and Office Systems Technology instructor will go to Great Plains Technology Center-Frederick, Great Plains Technology Center-Lawton, and Southwest Technology Center-Altus each semester to enroll students in cooperative courses as outlined by
cooperative agreements. Instructors listed above will also work with faculty at each technology center to update course matrices and cooperative agreement procedures yearly. Changes to course matrices will be approved by administration and faculty members from each site and will be filed with the division director and the vice president for academic affairs. Instructors listed above will serve on the corresponding advisory committees for each of the programs included in the cooperative agreements. Faculty involved in the cooperative agreements will participate in recruitment efforts with each of the technology centers.

RESPONSIBILITIES
Hardware/Networking instructor and Office Systems Technology instructor will set up enrollment dates with technology centers each semester.
Hardware/Networking instructor and Office Systems Technology instructor will serve as cooperatively enrolled students’ advisors and will maintain folders on each student.
Hardware/Networking instructor and Office Systems Technology instructor will update matrices yearly.
Hardware/Networking instructor and Office Systems Technology instructor will serve on corresponding technology centers’ advisory committees.
Hardware/Networking instructor and Office Systems Technology instructor will participate in recruitment activities for cooperatively enrolled students.

PERFORMANCE MEASURES
Hardware/Networking instructor and the Office Systems Technology instructor will visit each technology center each semester to enroll coop students.
100% of cooperative agreement matrices will be updated yearly.
Hardware/Networking instructor and Office Systems Technology instructor will create a folder to maintain documentation for 100% of students participating in cooperative enrollment.
Hardware/Networking instructor and Office Systems Technology instructor will attend 100% of technology center advisory committee meetings for corresponding cooperative agreement programs.
The division director will schedule at least one recruitment activity per semester for each technology center serviced.

USE OF RESULTS
Cooperative agreements will be maintained and improved.

COSTS
Mileage to technology centers

STRATEGY:
Enhance business/industry partnerships

OUTCOMES
Division instructors will continue a working relationship with area businesses and industries to insure that programs are meeting business and industry needs.
ACTION PLAN
Hardware/Networking, CIS-Software Support, and Office Systems Technology programs will maintain current advisory committees.
The director of the division will serve on the Altus Chamber of Commerce’s Business Development Action Group

RESPONSIBILITIES
Faculty members for each of the above listed degrees will update advisory committee list and schedule the advisory committee meetings.
The division director will attend the Business Development Action Group meetings.

PERFORMANCE MEASURES
Advisory committees will meet a minimum of one time each year.
The division director will attend 100% of the Business Development Action Group meetings.

USE OF RESULTS
Information received from the advisory committees will be used to update curriculum.
Information gained from the Business Development Action Group will be disseminated to division faculty.

COSTS
Supplies for advisory committee meetings.

INSTITUTIONAL GOAL:
3 Enhance quality of academic programs.

DIVISION GOAL:
Enhance quality of academic programs.

DIVISION OBJECTIVE:
Enhance quality of academic programs.

STRATEGY:
Promote faculty development

OUTCOMES
Faculty will remain current on subject matter and teaching methods.

ACTION PLAN
Faculty of the division will attend state/national conferences on a rotating basis.
Faculty will attend internal inservice opportunities provided by Western Oklahoma State College.

RESPONSIBILITIES
Division director will schedule meeting at the beginning of the fall semester to determine needs.
Division faculty will help to prioritize faculty inservice needs.
Chosen faculty members will request travel funds from the director of the division. Division director will inform faculty members of local inservice activities.

**PERFORMANCE MEASURES**
At least one faculty member from the division will attend a state/national inservice each year. 100% of the division faculty will attend local inservices.

**USE OF RESULTS**
Faculty professional development needs will be identified and prioritized each year.

**COSTS**
Funding for these professional development activities will be taken from the division’s yearly travel allotment and the division’s lectureship funds.

**STRATEGY:**
Encourage multi-media applications to curriculum

**OUTCOMES**
All modalities of learning will be addressed in all lecture-based courses.

**ACTION PLAN**
Provide all instructors in our division with PDA’s that have a “presenter to go” option. Encourage faculty to attend HB 1815 training.

**RESPONSIBILITIES**
Division director will place order for PDA’s. Division director will arrange PDA training for all faculty in the division. Division director will inform faculty of HB 1815 training opportunities.

**PERFORMANCE MEASURES**
Six PDA’s will be purchased in the Fall 2002 semester. 100% of division faculty will be trained in the Fall 2002 semester to use PDA’s (only faculty that attend training will receive one) Fall 2002 and Spring 2003 HB 1815 training sessions will be distributed to 100% of division faculty.

**USE OF RESULTS**
Multimedia presentations will be easily delivered in the classroom.

**COSTS**
6 Handspring PDA’s  $300 ea. = $1,800

**STRATEGY:**
Maintain up-to-date lab/software facilities for business and information systems courses.

**OUTCOMES**
Students will be provided training in current software and on current hardware platforms.
ACTION PLAN
Oracle Academic Initiative membership fee will be paid.
Microsoft Academic Alliance membership fee will be paid.
Labs will be updated to Office XP.
Keyboarding/Formatting Software will be updated.
Faculty will have input to upgrade of lab equipment.

RESPONSIBILITIES
Division director will pay membership fee for Oracle Academic Initiative.
Chief technology officer for Western will pay membership fee Microsoft Academic Alliance.
Division director will work with chief technology officer to order Office XP licensing agreement.
Division director will order new Keyboarding/Formatting Software.
Faculty members will inform division director and chief technology officer up equipment needs.
Chief technology officer will inform division director of lab equipment update rotation.

PERFORMANCE MEASURES
The division director and/or the chief technology officer will update Oracle and Microsoft membership fees annually.
Office XP and Keyboarding software upgrades will be made by Fall 2002.
Faculty, division director, and chief technology officer will meet each spring to plan for future needs.

USE OF RESULTS
Equipment and software will be successfully updated.

COSTS
Oracle Academic Initiative $500.00
Microsoft Authorized Academic Training Provider $6,000.00
Upgrade to Office XP (campus-wide cost) $9,600.00
Keyboarding/Formatting Software $500.00

STRATEGY:
Become a Microsoft Authorized Academic Training Provider

OUTCOMES
Courses offered would provide additional training for IT professionals in the surrounding area to gain Microsoft certifications above what our existing hardware/networking degree plan does.

ACTION PLAN
To become a Microsoft Authorized Academic Training Provider, western would have to contract with two Microsoft Certified Trainers (MCTs) to provide the training.
These two individuals have already been identified.
Cost of training would be set up so that center was self-sustaining.
RESPONSIBILITIES
Hardware/Networking instructor, division director, and chief technology officer would create plan to become provider.

PERFORMANCE MEASURES
The plan to become a Microsoft Authorized Academic Training Provider will be presented in the Fall 2002 semester.

USE OF RESULTS
Western would become the only community college in the state to become a Microsoft Authorized Academic Training Provider.
IT Professionals across the state would have training available in our state.

COSTS
Initial start-up costs will be delineated in the plan to be presented in Fall 2002.

DIVISION OBJECTIVE:
Intensify assessment of academic programs through Program Review Strategies to meet objectives.

STRATEGY:
Encourage all programs to be more outcome oriented

OUTCOMES
All programs will be assessed using multiple measures.

ACTION PLAN
Master syllabi will be updated.
Each course will be assessed according to objectives set forth in syllabi.
Associate of Science degree plans will investigate other methods to measure success of program.
Faculty will write assessment reports.

RESPONSIBILITIES
Faculty will update mastery syllabi.
Full-time faculty members will assess each course taught.
Division director and faculty members will investigate additional ways to measure the Business Administration, Business Computer Information Systems, Computer Science, and Management, AS degrees.
Faculty will write assessment reports.

PERFORMANCE MEASURES
Master syllabi will be updated annually.
Assessment data will be collected for 100% of courses taught by full-time faculty each semester.
Division director and faculty members will meet in the Fall 2002 semester to discuss other measures for AS degrees.
100% of full-time faculty will turn in assessment report in the Fall 2002 semester.
USE OF RESULTS
Assessment of programs will be analyzed and programs will be adjusted as needed.

COSTS
None

STRATEGY:
Perform qualitative and quantitative Program Review

OUTCOMES
Each program in the division will be reviewed for effectiveness.

ACTION PLAN
Selected program(s) will be reviewed according to the schedule set for by the Vice President of Academic Affairs.

RESPONSIBILITIES
Vice President of Academic Affairs will notify division director of programs to be reviewed each year.

PERFORMANCE MEASURES
100% of programs on review cycle will complete Western Oklahoma State College’s program review process.

USE OF RESULTS
Continual program improvement.

COSTS
None

DIVISION OBJECTIVE:
Evaluate opportunities for program development

STRATEGY:
Enhance existing academic AA, AS, and AAS programs

OUTCOMES
Western’s existing Hardware/Networking degree program would be enhanced.
Upgrading to Office XP will enhance all division degrees.

ACTION PLAN
Become a Microsoft Authorized Academic Training Provider.
To become a Microsoft Authorized Academic Training Provider, Western would have to contract with two Microsoft Certified Trainers (MCTs) to provide the training.
These two individuals have already been identified.
Training would be offered for academic credit both in a traditional format and through e-learning.

RESPONSIBILITIES
Hardware/Networking instructor, division director, and chief technology officer would create plan to implement center.

PERFORMANCE MEASURES
The plan to become a Microsoft Authorized Academic Training Provider will be presented by the Fall 2002 semester.

USE OF RESULTS
Western would become the only community college in the state to be a Microsoft Certified Technical Education Center.
IT Professionals across the state would have training available in our state.

COSTS
Approximately $9,600.

DIVISION GOAL:
5 Increase acquisition and application of technology

DIVISION OBJECTIVE:
Increase acquisition and application of technology

STRATEGY:
Enhance use of technology in instructional programs

OUTCOMES
All modalities of learning will be addressed in all lecture-based courses.

ACTION PLAN
Purchase PDA’s for instructional use.

RESPONSIBILITIES
Division director will place order for PDA’s.
Division director will arrange PDA training for all faculty in the division.

PERFORMANCE MEASURES
Six PDA’s will be purchased in the Fall 2002 semester.
100% of division faculty will be trained in the Fall 2002 semester to use PDA’s (only faculty that attend training will receive one)

USE OF RESULTS
Multimedia presentations will be easily delivered in the classroom
COSTS
6 Handspring PDA’s at $300 ea. = $1,800

STRATEGY:
Enhance distance education through alternative delivery

OUTCOMES
A fast-track program will be implemented for the Office Systems Technology degree. Technical-specialty courses will be offered through distance education for students that have participated in a cooperative program and want to finish their degree on a rotating cycle to the various technology centers. Partnerships will be formed to provide curriculum Western is unable to provide due to staffing shortage.

ACTION PLAN
Division will investigate the possibility of adding a fast-track Office System Technology degree program through the use of computer-aided instruction. Division will investigate offering additional courses in a flexible format. Technical-specialty courses will be placed on a cycle to be sent to technology centers that participate in cooperative agreements via telecommunication. This division will continue its partnership with Northern Oklahoma College in Enid to provide additional software support courses. The division will investigate the possibility of partnering with Northwestern in Enid to provide needed curriculum for an E-commerce degree.

RESPONSIBILITIES
Division director will investigate the addition of a fast-track Office Systems Technology degree program. Division director will work with distance education coordinator to ensure cycling of technical specialty courses to technology centers. Division director will coordinate scheduling with Northern Oklahoma College in Enid. Division director will investigate partnering with Northwestern in Enid to provide curriculum needed for an E-commerce degree.

PERFORMANCE MEASURES
A plan for the fast-track Office Systems Technology degree program will be submitted by Fall 2002. At least one technical-specialty course will be sent via telecommunications for programs involved in cooperative agreements. 100% of all schedules will include courses sent from Northern Oklahoma College in Enid. Division director will contact E-commerce program director from Northwestern in Enid to discuss partnering with institution to create an E-commerce degree during the Fall 2002 semester.

USE OF RESULTS
Plans that are approved (i.e. Fast track OFST and E-commerce) will be implemented. Scheduling with Northern and technology centers will be coordinated and correct.
COSTS
Dedicated lab to house Office Systems fast-track degree
Software for Office Systems fast-track degree program
Faculty member to oversee fast-track degree
Appendix B

Business and Information Systems
Strategic Plan 2004-2005
Mission Statement:

The Business and Information Systems Division is committed to offering open and equal access to the needed academic and technical programs in our division to support economic development for business and industry.

STRATEGIC PLAN
2004-2005

INSTITUTIONAL GOAL:
1 Continue preparation for NCA visit in 2007-2008

DIVISION GOAL:
Continue preparation for NCA visit in 2007-2008

DIVISION OBJECTIVE:
1.C. Evaluate and modify mission statement as needed

STRATEGIC OBJECTIVE:
1.C.1 The division’s mission statement will evaluate and modify its mission statement yearly to ensure that it reflects the institution’s mission statement

OUTCOMES
The mission statement for the division will be updated and evaluated yearly

ACTION PLAN
The division will meet at the beginning of each fall semester and update the mission statement

RESPONSIBILITIES
The division director will schedule meeting
Faculty in the division will meet and give input into mission statement

PERFORMANCE MEASURES
100% of faculty in the division will give input into the updating of the division’s mission statement

USE OF RESULTS
Mission statement will be updated

COSTS
None
INSTITUTIONAL GOAL:
2. Enhance enrollment management program to increase full-time equivalent student enrollment.

DIVISION GOAL:
Enhance enrollment management program to increase full-time equivalent student enrollment.

DIVISION OBJECTIVE
2.A. Increase retention rate

STRATEGY:
2.A.1 Faculty will refer students to Western’s WINDS program and to peer tutoring when needed.

OUTCOMES
At risk students will receive academic support

ACTION PLAN
WINDS and peer tutoring referrals will be made by faculty

RESPONSIBILITIES
Faculty will keep up to date WINDS and tutoring information in their offices
Faculty will discuss WINDS and peer tutoring opportunities to appropriate students.

PERFORMANCE MEASURES
Faculty will refer students each semester to the WINDS and peer tutoring program

USE OF RESULTS
Academic experience for at risk students will be strengthened

COSTS
None

STRATEGY:
2.A.2 Enhance cooperative agreements with Vocational-technical schools.

OUTCOMES
Cooperative agreement process and matrices will be improved and updated each year to provide technology center students a seamless educational pathway.

ACTION PLAN
Hardware/Networking instructor and Office Systems Technology instructor will go to Great Plains Technology Center-Frederick, Great Plains Technology Center-Lawton, and Southwest Technology Center-Altus each semester to enroll students in cooperative courses as outlined by cooperative agreements.
Instructors listed above will also work with faculty at each technology center to update course matrices and cooperative agreement procedures yearly. Changes to course matrices will be approved by administration and faculty members from each site and will be filed with the division director and the vice president for academic affairs. Instructors listed above will serve on the corresponding advisory committees for each of the programs included in the cooperative agreements. Faculty involved in the cooperative agreements will participate in recruitment efforts with each of the technology centers. Faculty involved in the cooperative agreements will accompany distance learning facilitator during pre-enrollment.

**RESPONSIBILITIES**

Hardware/Networking instructor and Office Systems Technology instructor will set up enrollment dates with technology centers each semester. Hardware/Networking instructor and Office Systems Technology instructor will serve as cooperatively enrolled students’ advisors and will maintain folders on each student. Hardware/Networking instructor and Office Systems Technology instructor will update matrices yearly. Hardware/Networking instructor and Office Systems Technology instructor will serve on corresponding technology centers’ advisory committees. Hardware/Networking instructor and Office Systems Technology instructor will participate in recruitment activities for cooperatively enrolled students. Distance learning facilitator will schedule enrollments dates for technology centers and communicate those to the Hardware/Networking instructor and Office Systems Technology instructor.

**PERFORMANCE MEASURES**

Hardware/Networking instructor and the Office Systems Technology instructor will visit each technology center each semester to enroll coop students. 100% of cooperative agreement matrices will be updated yearly. Hardware/Networking instructor and Office Systems Technology instructor will create a folder to maintain documentation for 100% of students participating in cooperative enrollment. Hardware/Networking instructor and Office Systems Technology instructor will attend 100% of technology center advisory committee meetings for corresponding cooperative agreement programs. The division director will schedule at least one recruitment activity per semester for each technology center serviced.

**USE OF RESULTS**

Cooperative agreements will be maintained and improved.

**COSTS**

Mileage to technology centers

**STRATEGY:**

2.A.3 Enhance business/industry partnerships
OUTCOMES
Division instructors will continue a working relationship with area businesses and industries to insure that programs are meeting business and industry needs

ACTION PLAN
Hardware/Networking, CIS-Software Support, and Office Systems Technology programs will maintain current advisory committees.
The director of the division will serve on the Altus Chamber of Commerce’s Business Development Action Group
The division will continue to partner with IFRO (Initiative for Rural Oklahoma) to promote economic development in rural communities
Economics’ students will participate in service learning projects working with IFRO

RESPONSIBILITIES
Faculty members for each of the above listed degrees will update advisory committee list and schedule the advisory committee meetings.
The division director will attend the Business Development Action Group meetings
The division director and economics instructor will continue work with IFRO and will determine appropriate service learning projects

PERFORMANCE MEASURES
Advisory committees will meet a minimum of one time each year
The division director will attend 100% of the Business Development Action Group meetings
The division director and economics instructor will attend 100% of IFRO meetings

USE OF RESULTS
Information received from the advisory committees will be used to update curriculum
Information gained from the Business Development Action Group will be disseminated to division faculty
Economic development efforts will be improved in rural communities

COSTS
Supplies for advisory committee meetings

DIVISION OBJECTIVE/STRATEGY:

2.B. Increase enrollment of entering freshmen with expansion of student recruitment efforts.

DIVISION STRATEGY:

2.B.1 Division will begin active involvement in recruitment in 5 county area high schools

OUTCOMES
Division will have a voice concerning college recruitment
Division programs will grow
ACTION PLAN
Recruitment at area high schools will be done by at least one faculty member from the division
Program brochures will be sent with recruiters
Follow-up letters will be sent from the division after recruitment cards have been collected
Upward Bound counselors will be worked with closely to identify future students in programs
and promote division programs

RESPONSIBILITIES
Faculty will set up recruitment opportunities at area high schools
Faculty will send program brochures with recruiters
Faculty will send follow up letters
Faculty will partner with Upward Bound counselors

PERFORMANCE MEASURES
At least one faculty member from the division will recruit at area high schools each semester
Program brochures will be sent with 100% of recruiters
Follow-up letters will be sent for each recruitment card received 100% of the time
Upward Bound counselors will be met with by the division each semester to discuss recruitment
opportunities

USE OF RESULTS
Programs will grow

COSTS
Mileage for recruitment trips to high schools
Postage

DIVISION OBJECTIVE/STRATEGY:
2.C. Enhance public image of the college

OUTCOMES
College image will be improved
Enrollment in college programs will be increased

ACTION PLAN
Use the college logo and new look consistently and appropriately
Division web page information will be kept current
Present to civic clubs
Present to groups brought onto campus
Explore the possibility of adding community service or continuing education courses to schedule
Involve faculty in community organizations
Continue work with SWOBA (Southwest Oklahoma Business Alliance)

RESPONSIBILITIES
Faculty will consistently use new college logo and marketing materials appropriately
Faculty will keep web page information up to date
Faculty will actively seek opportunities to speak to civic groups
Division will speak to administration about feasibility of adding community service courses to schedule
The division director will represent the division in SWOBA

PERFORMANCE MEASURES
Faculty will use new college logo and marketing materials 100% of the time when marketing the division and its programs to promote a consistent look of the college.
Faculty will check web page information monthly to ensure that it is current
At least one faculty member will speak to a civic organization each semester
The division will meet with the Vice President of Academic Affairs during the fall semester to discuss feasibility of adding community service courses to the schedule
The division director will attend monthly SWOBA meetings

USE OF RESULTS
Division programs will benefit from exposure

COSTS
None

DIVISION OBJECTIVE/STRATEGY:
2.D. Schedule classes more effectively

OUTCOMES
Students will be provided flexible scheduling to provide enhanced opportunities to complete their degrees

ACTION PLAN
16-week, 8-week, and 4-week courses will be offered by this division.
Web enhanced (a hybrid of traditional and web) and web based courses will be offered by this division.
Division will investigate offering additional courses in a flexible format.
The division will provide a flexible schedule as requested by Altus Air Force Base

RESPONSIBILITIES
Faculty members will teach courses offered in a variety of formats.
Faculty will continue to offer web enhanced and web based courses
Faculty will meet each semester when putting schedules together to discuss new formats for course scheduling
The division director will disseminate Altus Air Force Base course requests to faculty as schedules are being developed

PERFORMANCE MEASURES
The schedule for each semester will provide varied scheduling
Web based courses will be offered each semester.
Courses will be offered as requested by Altus Air Force Base each semester
USE OF RESULTS
Students will have an opportunity to complete degree using a combination of times and scheduling that fit their particular needs.

COSTS
None

INSTITUTIONAL GOAL:
3 Enhance quality of academic programs.

DIVISION GOAL
3 Enhance quality of academic programs.

DIVISION OBJECTIVE/STRATEGIES:
3.A. Promote faculty development

3.A.1 Staff development opportunities will be made available to faculty with faculty input to determine areas of need.

OUTCOMES
Faculty will remain current on subject matter and teaching methods.

ACTION PLAN
Faculty of the division will attend state/national conferences on a rotating basis.
Faculty will attend internal inservice opportunities provided by Western Oklahoma State College.
Stipends will be made available to faculty to attend conferences.

RESPONSIBILITIES
Division director will schedule meeting at the beginning of the fall semester to determine needs
Division faculty will help to prioritize faculty inservice needs.
Faculty members will request travel funds from the director of the division
Division director will inform faculty members of local inservice activities
College administration will prioritize faculty development in the budgeting process

PERFORMANCE MEASURES
At least one faculty member from the division will attend a state/national inservice each year.
100% of the division faculty will attend local inservices.

USE OF RESULTS
Faculty professional development needs will be identified and prioritized each year with funds appropriately allocated.

COSTS
Funding for these professional development activities will be taken from the division’s yearly travel allotment, stipends provided by administration, and the division’s lectureship funds.
3.A.2. Encourage multi-media applications to curriculum

OUTCOMES
All modalities of learning will be addressed in all lecture-based courses.

ACTION PLAN
Provide faculty with laptops and wireless network services
Encourage faculty to attend training offered on campus to keep technical skills up to date.
SAM/TOM software will be used in applications courses to increase acquisition and retention of knowledge.
Request needed equipment for classrooms and offices in yearly budget request.

RESPONSIBILITIES
The Information Services division will issue laptops to faculty
Division director will notify faculty of local training provided at college
Faculty will utilize SAM/TOM software for software application courses
Faculty will request needed equipment in yearly budgets

PERFORMANCE MEASURES
100% of faculty will be issued laptops.
100% of division faculty will attend local in-service training
100% of software application courses will use SAM/TOM software
Yearly budgets will be turned in each spring semester

USE OF RESULTS
Multimedia presentations will be easily delivered in the classroom and in a web environment

COSTS
None

STRATEGY:
3.A.3. Maintain up-to-date lab/software facilities for business and information systems courses

OUTCOMES
Students will be provided training in current software and on current hardware platforms

ACTION PLAN
Microsoft Academic Alliance membership fee will be paid
Labs will be updated to the most current Microsoft Office package
Faculty will have input to upgrade of lab equipment
Update Micro Accounting software in labs
Update software for Web Page Development Course
RESPONSIBILITIES
Hardware/Networking instructor will include fee for Microsoft Academic Alliance in yearly budget.
Division director will work with chief technology officer to order most current Microsoft Office licensing agreement.
Faculty members will inform division director and chief technology officer up equipment needs.
Chief technology officer will inform division director of lab equipment update rotation.
Distance education facilitator will request Micro Accounting software purchase
Computer science faculty will request Web Page Development software purchase.

PERFORMANCE MEASURES
The Hardware/Networking instructor will update the Microsoft membership fees annually.
The Microsoft Office package will be updated for the Fall 2005 semester.
Faculty, division director, and chief technology officer will meet each spring to plan for future needs.
New Micro Accounting software will be in place by the Spring 2005 semester.
New Web Page Development software will be in place by the Spring 2005 semester.

USE OF RESULTS
Equipment and software will be successfully updated.

COSTS
Microsoft Authorized Academic Training Provider $400.00
Upgrade to new Office package(campus-wide cost) $
Micro Accounting software
Web Page Development software

DIVISION OBJECTIVE:
3.B. Intensify assessment of academic programs through Program Review Strategies to meet objectives.

STRATEGY:
3.B.1 Encourage all programs to be more outcome oriented

OUTCOMES
All programs will be assessed using multiple measures

ACTION PLAN
Master syllabi will be updated
Each course will be assessed according to objectives set forth in syllabi
Associate of Science degree plans will investigate other methods to measure success of program
Faculty will write assessment reports
Programs will develop service learning projects
RESPONSIBILITIES
Faculty will update mastery syllabi
Full-time faculty members will assess each course taught
Division director and faculty members will investigate additional ways to measure the Business
Administration, Business Computer Information Systems, Computer Science, and Management,
AS degrees
Faculty will write assessment reports
Faculty will develop service learning projects

PERFORMANCE MEASURES
Master syllabi will be updated annually
Assessment data will be collected for 100% of courses taught by full-time faculty each semester
Division director and faculty members will meet in the Fall 2004 semester to discuss other
measures for AS degrees
100% of full-time faculty will turn in assessment report in the Fall 2004 semester
Service learning projects for all programs will be developed and be ready to implement by Fall
2005 semester

USE OF RESULTS
Assessment of programs will be analyzed and programs will be adjusted as needed
Multiple measures for assessment will be used

COSTS
None

STRATEGY:
3.B.2 Perform qualitative and quantitative Program Review

OUTCOMES
Each program in the division will be reviewed for effectiveness

ACTION PLAN
Selected program(s) will be reviewed according to the schedule set for by the Vice President of
Academic Affairs

RESPONSIBILITIES
Vice President of Academic Affairs will notify division director of programs to be reviewed each
year

PERFORMANCE MEASURES
100% of programs on review cycle will complete Western Oklahoma State College’s program
review process

USE OF RESULTS
Continual program improvement
COSTS
None

STRATEGY:
3.B.3 Request that Western provide a testing center to be used by faculty, traditional students, online students, and other institutions of higher education.

OUTCOMES
Western would provide a secure setting for distance education students to be tested

ACTION PLAN
The division will request that Western provide a testing center

RESPONSIBILITIES
The faculty of the division will request that Western provide a testing center

PERFORMANCE MEASURES
The division will make this request during the Fall 2004 semester

USE OF RESULTS
Integrity of course and student assessment will be improved

COSTS
The cost of the testing center would have to be determined by the Information Services Division

DIVISION OBJECTIVE/STRATEGY:
3.C. Evaluate opportunities for program development

OUTCOMES
Existing programs will be strengthened and the need for additional programs will be analyzed

ACTION PLAN
Analyze assessment data to improve existing programs
Advisory committees will meet during the fall semester of each academic year for each AAS program to keep programs current. Faculty within the division will use information to investigate the need for new programs
The division will connect with area business and industry to ensure training needs are met. (i.e. CR Industries and other area businesses)

RESPONSIBILITIES
Faculty will analyze assessment data from the previous fall, spring, and summer semesters each year.
Faculty will schedule, plan, and hold advisory committee meetings in the fall of each year
Faculty will note suggestions made by advisory committee and present needed documentation to the curriculum committee to implement any needed changes
The division director will be involved in chamber of commerce and economic development activities and communicate specific training needs of businesses to appropriate faculty members.

PERFORMANCE MEASURES
Assessment data from the past fall, spring, and summer semesters will be analyzed during the month of August. Assessment reports will be filed with the division director by the end of August.
100% of all AAS programs in the division will hold at least one advisory committee meeting in the fall semester of each year.
100% of suggestions made by the advisory committee will be analyzed and, if needed, presented to curriculum committee to implement changes.
The division director will serve as the Altus Chamber Ambassador chairman for the 2004-2005 academic year.
The division director will serve on the Small Business Committee of the Altus Chamber of Commerce for the 2004-2005 academic year.
The division director and economics instructor will serve on the IFRO board during the 2004-2005 academic year.
At least one new industry a semester will be visited each semester to determine training needs.

USE OF RESULTS
Programs will remain up to date, and the need for new programs can be investigated.

COSTS
Travel to industry locations

INSTITUTIONAL GOAL:
5 Increase acquisition and application of technology

DIVISION GOAL:
5 Increase acquisition and application of technology

DIVISION OBJECTIVE/STRATEGY:
5.A. Enhance use of technology in instructional programs

All modalities of learning will be addressed in all lecture-based courses.

ACTION PLAN
Provide training to instructors as needed to keep skills up to date
Encourage faculty teaching online course to become certified through WebCT
Continue to develop additional online classes
Increase use of laptops in classrooms

RESPONSIBILITIES
Division director will schedule in-house training as needed as technology is updated
Faculty will request travel to conferences to receive training when needed
Faculty will develop additional online classes
Chief Technology Officer will provide training on use of new laptops

PERFORMANCE MEASURES
Training will be provided each semester when new technologies are implemented
Each program will offer online courses
Training on use of new laptops will take place during Fall 2004 semester with 100% of division faculty attending

USE OF RESULTS
Multimedia presentations will be easily delivered in the classroom

COSTS
In-service training

STRATEGY:
5.A.2 Enhance distance education through alternative delivery

OUTCOMES
Degree programs will offer web-based courses, web-enhanced courses, and deliver courses through ITV labs
Office Systems technology degree will be totally online (including general education courses)

ACTION PLAN
Division will encourage general education faculty to develop online courses to complete total delivery of Office Systems Technology Degree program online
Each program will develop online courses
Courses will be scheduled using a variety of delivery modes to increase flexibility for students and increase enrollment in programs

RESPONSIBILITIES
Division director and faculty will communicate to administration the critical need for online general education courses
Faculty will develop online courses
Division director will work with the distance learning coordinator to ensure proper scheduling of courses for Altus Air Force Base and technology centers

PERFORMANCE MEASURES
The college will be asked to develop a plan during the Fall 2004 semester to implement online general education courses
Each program will have at least one online class implemented by Spring 2005 semester
100% of requests for courses submitted by Altus Air Force Base and technology centers will be scheduled
USE OF RESULTS
Degree programs will be strengthened providing flexible schedule and course offerings to students

COSTS
Continued licensing for WebCT
Appendix C

Online Student Survey
Student Survey Questions 07

1) The instructor has posted well-defined course policies such as grading and attendance.

2) The instructor is well prepared and knowledgeable in the subject matter.

3) The instructor responds to e-mail in a timely manner.

4) The instructor is fair and impartial in dealing with students.

5) The instructor is receptive to helping students with academic problems during virtual office hours.

6) The instructor posted and was available for virtual office hours.

7) The course’s tests and assignments measure students progress toward meeting course objectives.

8) The course’s tests cover the material assigned or presented in the online course.

9) The instructor is responsive to student questions or opinions.

10) I believe I will earn the following grade in this course:

11) The instructor is receptive to helping students with technical problems in a timely manner.

12) Overall I would rate this course as:

13) Opportunities were provided for interaction with other students in the course.

14) Course objectives were met:

15) This course: is required in my major is not my major but required by the college is an elective

16) If a textbook is required, is it used in the course? extensively as a reference text rarely not used at all

17) How many problems of a technical nature have you had with your online course this semester?

        0-2  2-5  6-8  8-10  Over 10

Please describe the nature of the technical problems:

Any other comments?

18) If you are continuing your education, do you plan to enroll in another online course? Yes No
Appendix D

NCA Committee Structure
# Appendix D: NCA Committee Structure

**Steering Committee**

Lisa Greenlee - Self-Study Coordinator

<table>
<thead>
<tr>
<th>Mission &amp; Integrity</th>
<th>Preparing for the Future</th>
<th>Student Learning and Effective Teaching</th>
<th>Acquisition, Discovery and Application of Knowledge</th>
<th>Engagement and Service</th>
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<tbody>
<tr>
<td>Coakley* - Chair</td>
<td>Foster* - Chair</td>
<td>Kendrix* - Chair</td>
<td>Nippert* - Chair</td>
<td>Phelan* - Chair</td>
</tr>
<tr>
<td>Carden</td>
<td>Abernathy, L.**</td>
<td>Wolfe, J.</td>
<td>Balderas, J.**</td>
<td>Beeson, K.**</td>
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<td>Chaney, H.</td>
<td>Braddock</td>
<td>Bryan</td>
<td>Beckner</td>
<td>Coker</td>
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<td>Carpenter</td>
<td>Estes, Z.</td>
<td>Brooks</td>
<td>Elkins</td>
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<td>Cross</td>
<td>Higdon</td>
<td>Gardner</td>
<td>Carlisle</td>
<td>Lewis</td>
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<td>Duty, Sean**</td>
<td>Huntzinger</td>
<td>Graham</td>
<td>Charlson</td>
<td>Melton</td>
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<td>Huff</td>
<td>Latham</td>
<td>Harvick**</td>
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<td>Jeffries</td>
<td>Morrow</td>
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<td>Kassin</td>
<td>Newby</td>
<td>Prater, S.</td>
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<td>Nelson</td>
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<td>Olson</td>
<td>Zachary</td>
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<td>Wiginton</td>
<td>Schones</td>
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<td>Wingate</td>
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</tbody>
</table>

Research: Dr. Larry Paxton*

Writers: Nippert (Chairperson); Foster; Tucker; Wallace; Newman, A.

Change Request Committee: Brooks; Charlson; Childs; Greenlee

**Student representative**
Appendix E

OSRHE Request for Online Program Approval
Request for Electronic Program Approval
Western Oklahoma State College
Office Systems Technology AAS

Submitted to:
Oklahoma State Regents for Higher Education
December 5, 2007
Request for Electronic Program Approval
Western Oklahoma State College
Office Systems Technology AAS

Location/Students Served

Western Oklahoma State College’s Office System Technology degree originates from Western’s main campus located in Altus, Oklahoma. It serves a diverse group of students providing quality education and training for both general and medical office professionals. Students served include:

Altus Air Force Base military spouses
Tech Prep and cooperatively enrolled adult students in area technology centers
Southwest Technology Center (Altus)
Great Plains Technology Center (Lawton)
Great Plains Technology Center (Frederick)
Western Technology Center (Burns Flat)
POWER (Western’s Welfare to Work program) students
Traditional students
Full-time working students
Stay-at-home mothers

Need for Electronic Delivery

There are several reasons that Western has migrated its Office Systems Technology degree to an online delivery format. They include:

Mobility of Students Served. Military students and their spouses need flexibility when completing a college degree. Deployments and reassignments typically disrupt these students’ ability to complete courses and degrees. Thus online courses and a fully online degree will aid in retention at not only the course level but also the program level.

Retention of Tech Prep and Cooperatively Enrolled Students. Western works with four area technology centers. With the exception of Southwest Technology Center located in Altus, other technology centers are located from 36 to 60 miles away with their service areas extending even further. Allowing students to take online classes to complete this degree program has “bridged the gap” between the technology centers and the college enabling more students to attempt completion of the program.

Welfare to Work Program. Western’s POWER students need college credited courses without the limitations of the traditional sixteen week format. Online courses have allowed these students to take complete college work in a shorter time period.

Need for Program. Although the Office Systems Technology degree is not a high-profile one, it is a staple degree that local and area businesses need. The program’s advisory committee has validated the need for this degree. Online delivery of courses for this program provides a more cost effective way to provide this needed program.
Number of Required Courses. Numerous courses required for the Office Systems Technology degree program are only taken by Office Systems Technology students. This degree has two options, General and Medical, increasing the need for varied course offerings. Prior to online delivery of these courses, Western had to place courses needed on a rotational basis limiting which semester a student could take a particular course. Even with courses being on a rotational basis, some courses were cancelled due to insufficient enrollment (especially in tight budget years). Online delivery of these courses has allowed most courses to be offered each semester without the concern of low enrollment numbers.

Rural Location: Western Oklahoma State College serves a very rural population. The price of fuel has become a detriment to students that must drive in order to attend classes on campus. Online delivery of courses for this program provides the instruction to the student where they are located.

Working Students. Due to the increase of tuition and cost of living as a whole, more students are working more hours to help offset these costs. Online delivery of these courses allows the student to learn at a time that is convenient for them not when it is convenient for the college.

Stay-at-Home Mothers. Advisors for this program have indicated that many stay-at-home mothers want to gain a degree while at home with their young children so that they can enter the workforce once their child or children enter school. Many of these mothers have indicated that they would not be able to seek a college degree without online delivery of courses.

Non-Duplication

Western Oklahoma State College is the only college in the southwestern region of Oklahoma that provides this degree. Neither Southwestern Oklahoma State College in Weatherford nor Cameron University in Lawton provides this AAS degree. The Dean of Business at Southwestern Oklahoma State University has both encouraged and allowed the advertising of this program on their campus due to the fact that they no longer offer this degree.

Appropriateness of Technology

Western currently uses two course management platforms, WebCT and Moodle (an open source product). Western has used WebCT for approximately seven years. Moodle has been used for about two years. Western is working towards merging to a single platform. A single entry portal which includes access to online courses currently enrolled in is provided on Western’s homepage. Students can access their user ID and password through this same portal. Tutorials are provided to assist students in the usage and access of the information. Students can also access transcripts, grades, financial aid information, campus email, course availability, and online scheduling through this same portal. Western’s Technology Committee meets regularly to provide recommendations to the direction Western is moving in regards with technology.

Faculty/Support

Courses needed for this degree are taught by qualified instructors. (See appendix for list of faculty)
Western has recently hired an Instructional Design Coordinator based upon a recommendation and assessment of need by the Technology Committee. This individual works with faculty and adjuncts to ensure quality in online course design and online course delivery. This coordinator also provides staff development in emerging technologies to keep faculty up to date.

Western also staffs a full time help desk that provides call-in assistance for online students.

Course backups are made daily. A weekly backup is archived and stored off campus.

Western’s technology committee has begun an internal “best practices review” of Western’s online delivery.

Appropriate Learning Resources

Western currently has three computer labs that are available to students 5 days and nights a week. The Learning Resource Center also has computers allowing students to access needed technology on Saturday mornings. Many of our online students have their own computers and internet access. When available, needed software is bundled with textbooks to allow students to have an affordable option for software purchase and to ensure that students will have appropriate software. Students are also encouraged to purchase the most current version of the Microsoft Office Suite.

Links are made available to students on the course management system’s home page that allows students to download any needed updates to ensure that course access is optimized.

Students are reminded of the technology and connectivity requirements to complete online courses.

Library resources are available to the student via Western’s homepage. When a students sets up their library account, they have access to over 500,000 online periodicals through Western’s library.

Student Services

Students are provided opportunity to enroll online, check financial aid, billing information, etc., all through Campus Connect. A link for Campus Connect can be found both on Western’s homepage and on the online student portal. An online admissions clinic is under development and will be complete by Fall 2006.

Faculty Interaction with Students

Initial contact with the faculty member has been simplified by the student’s ability to retrieve their own password and id, thus being able to log into their course more easily. Also, the schedule that is provided for enrollment provides each online faculty’s email address and phone number. Faculty that teach online courses will post virtual office hours so that students will know
when the teacher is available. These faculty members will work to build a learning community within the online course with consistent communication being vital. The faculty members will use online communication tools within the course management system to encourage communication between the faculty member and students and amongst students themselves.

Integrity

A unique ID and password are required to access student information which includes course information. Standard authentication of user ID’s and passwords are used. Currently, this is done through Campus Connect or through the student online portal. Students must use their social security number and birth date to access this information initially.

The logs provided within the course management system are reviewed frequently by the instructors to view student access patterns.

For most courses in this degree plan that are offered online, tests and projects count for the majority of the student’s grade. Tests are set up in the course management system in a manner that makes it difficult for a student to cheat on an exam or have someone else take the exam for them. The need for a testing center is being addressed in the best practices review and in the college’s master plan. Also discussion has been made to require off site student to be proctored during their exams.

Course backups are made daily. A weekly backup is archived and stored off campus.

Advertising, Recruiting, and Admissions Materials

Courses are included in our standard schedules and catalog available in print, DVD, and online. Once the program receives provisional approval, recruitment and advertising materials will be developed by the faculty of the program and the public relations office and will be sent to the targeted populations of students served.

Prior brochures have advertised online courses but not a fully online degree.

COST AND FUNDING

Financial resources that have been committed to the traditional delivery of the Office Systems Technology degree program will be transferred to the program that will be delivered totally electronically. (See appendix for current budgets).

The cost of the course management system, hardware/server costs, help desk personnel, instructional support, and system administrator salaries are all provided from Western’s Information Services budget.
Appendix

Instructors

Susan Childs, Office Systems Technology Instructor/Distance Learning Coordinator (WOSC)

Lisa Greenlee, Director, Business and Information Systems (WOSC)

Karla Moore, Assessment Coordinator (WOSC), Adjunct Instructor

Dennie Christian, POWER Instructor (WOSC)

Amy Hart, Adjunct Instructor

Genia Glenn, Adjunct Instructor
Appendix F

WOSC Board of Regents Agenda
WOSC Board of Regents Minutes
June 27, 2006
AGENDA
Special Meeting
Western Oklahoma State College - A-12
June 27, 2006 - 7:30 p.m.

Call to Order, Roll Call, and Announcement of Quorum of the Board. Announcement of Filing of the Meeting Notice and of Posting of Agenda in Accordance with the Open Meeting Law.

Introduction of Guests.

Presentation of Plaque to Ms. Linda Copeland.

Administration of Oath of Office for Ms. Renee’ Walker Gunkel.
[Tab L, Pages 1-2]

Request for Approval of Minutes of the April 18, 2006, Regular Meeting.
[Tab M, Pages 1-4]

IFA Report.

Discussion of Routine Matters.

Monthly Disbursements.
[Tab Mc, Pages 1-15]

Expenditure Comparison Report.
[Tab N, Pages 1-7]

Report and Response to the Internal Audit Report for the FY2006 Fourth Quarter.
[Tab O, Pages 1-4]

[Tab P, Pages 1-8]

Request for Approval of Changes to the Purchasing Policy.
[Tab Q, Pages 1-6]

Discussion and Possible Action Regarding the Program Reviews - Business Computer Information Systems, Navy Technical Training, Criminal Justice, Corrections, and Collegiate Officer Program.
[Tab R, Pages 1-3]
WOSC BOARD OF REGENTS, JUNE 27, 2006

Request for Approval for Electronic Program of Office Systems Technology AAS. [Tab S, Pages 1-11]

President’s Report and Recommendations.

Proposed Executive Session Pursuant to Section 307 (B)(1) of the Open Meeting Act.

Discussion of Personnel Matters. [Tab T, Pages 1-7]

Retirement Resignation
Vice President for Student Affairs - Mr. Larry Kelley
Hardware/Network Instructor - Mr. Charles Jeffries
Lead Custodian/Maintenance Technician - Mr. Fred Baker

Personnel Resignation
Evening Custodian/Maintenance - Ms. Terry Adamson

Personnel Employment
Vice President for Academic Affairs - Dr. Randy Smith
Softball Coach - Ms. Stacy Broman
Assistant Student Store Manager - Ms. Kathryn (Kass) Deweese

Discussion of Recommendations for Faculty Tenure. [Tab U, Pages 1-2]

Discussion of Salary and Benefits. [Tab V, Pages 1-4]

Open Session and Possible Action Regarding Matters Discussed in Executive Session.

Request for Approval of FY2007 Budget. [Tab W, Pages 1-62]


Adjournment.
MINUTES
Board of Regent’s Special Meeting
June 27, 2006

The Board of Regents for Western Oklahoma State College met Tuesday, June 27, 2006, at 7:30 p.m. in the Regents’ Room (A-12) at Western Oklahoma State College for a special meeting. Regents present were Chairperson Steve Miller, Vice Chairperson Gilmer John Capps, Secretary Mark Dodson, and members, Dean Graumann, Renee’ Walker Gunkel, and John Hester. Regent Randy Sheets was absent.

Call to Order, Roll Call and Announcement of Quorum of the Board. Announcement of Filing of the Meeting Notice and of Posting the Agenda in Accordance with the Open Meeting Law. The meeting was called to order by Chairperson Miller. Roll call was conducted by Ms. Louise Paxton, who noted that a quorum was present and stated that the meeting notice had been filed with the Secretary of State and posted at the main entrance in compliance with the requirements of the Open Meeting Law.

Introduction of Guests. The following guests were present: Mr. and Mrs. Glen Copeland, outgoing Regent and husband; Mr. Larry Duffy, Vice President for Development and Alumni Relations; Mr. Bruce Wiese, Vice President for Business Affairs; Dr. Larry Paxton, Director of Academic Services; Dr. Toni Coakley, Director of Science and Math/Instructor/IFA President; and Ms. Louise Paxton, Administrative Secretary to the President.

Presentation of Plaque to Ms. Linda Copeland. On behalf of the Board of Regents, Chairperson Miller presented a plaque to Ms. Linda Copeland in appreciation of her work and dedication while serving fourteen years on the Board of Regents.

Administration of Oath of Office for Ms. Renee’ Walker Gunkel. Ms. Renee’ Walker Gunkel of Altus, Oklahoma, who has been appointed to the Board of Regents, was officially sworn into office by Chairperson Miller. A copy of the oath is hereto attached as Tab L, Attachments 1-2.

Request for Approval of Minutes of the April 18, 2006, Special Meeting. Regent Dodson moved that the Board approve the April 18, 2006, meeting minutes as outlined under Tab M, Attachments 1-4 and are made a part of these minutes. Regent Graumann seconded the motion, and the following votes were recorded: Dodson, yes; Graumann, yes; Hester, yes; Capps, yes; Gunkel, yes; Miller, yes. Motion was adopted unanimously.
IFA Report.  Dr. Coakley, President of the Instructional Faculty Association (IFA), thanked the Board for the opportunity to represent the IFA at the Board meeting.

Discussion of Routine Matters.  Mr. Wiese presented the Monthly Disbursements for April and May as outlined under Tab Mc, Attachments 1-14, and the Expenditure Comparison Report for May as outlined under Tab N, Attachments 1-7.

Report and Response to the Internal Audit Report for the FY2006 Fourth Quarter.  Mr. Wiese presented the response to the Internal Audit Report for the FY2006 Fourth Quarter as outlined under Tab O, Pages 1-4.  Regent Hester moved that the Board approve the report.  Regent Capps seconded the motion, and the following votes were recorded: Graumann, yes; Hester, yes; Capps, yes; Gunkel, yes; Dodson, yes; Miller, yes.  Motion was adopted unanimously.

Report and Possible Action Regarding Tuition/Fee Rates in 2006-2007.  Mr. Wiese presented the Tuition/Fee Rates for 2006-2007 as outlined under Tab P, Attachments 1-9.  Regent Dodson moved that the Board accept the one dollar technology fee increase but based on the recommendation of President Cumby, not to increase tuition because of the state appropriations that were received.  Regent Capps seconded the motion, and the following votes were recorded: Hester, yes; Capps, yes; Gunkel, yes; Dodson, yes; Graumann, yes; Miller, yes.  Motion was adopted unanimously.

Request for Approval of Changes to the Purchasing Policy.  Mr. Wiese requested a revision to the purchasing policy as outlined under Tab Q, Attachments 1-6.  Regent Hester moved to approve the revision.  Regent Graumann seconded the motion, and the following votes were recorded: Capps, yes; Gunkel, yes; Dodson, yes; Graumann, yes; Hester, yes; Miller, yes.  Motion was adopted unanimously.

Discussion and Possible Action Regarding the Program Reviews - Business Computer Information Systems, Navy Technical Training, Criminal Justice, Corrections, and Collegiate Officer Program.  Dr. Paxton presented the recommendations for the program reviews as outlined under Tab R, Attachments 1-3.  Regent Capps moved that the Board approve the recommendations.  Regent Dodson seconded the motion, and the following votes were recorded: Capps, yes; Gunkel, yes; Dodson, yes; Graumann, yes; Hester, yes; Miller, yes.  Motion was adopted unanimously.

Request for Approval for Electronic Program of Office Systems Technology AAS.  President Cumby presented the Request for Approval for Electronic Program of Office Systems Technology AAS as presented under Tab S, Attachments 1-11.  Regent Dodson moved to approve the program.  Regent Gunkel seconded the motion, and the following votes were recorded: Gunkel, yes; Dodson, yes; Graumann, yes; Hester, yes; Capps, yes; Miller, yes.  Motion was adopted unanimously.
President’s Report and Recommendations. President Cumby reported on the following:

A. Expressed appreciation for the service of Regent Linda Copeland and those who are retiring including Mr. Joe Bourbois who has worked part-time since 1981.

Congratulated Ms. Glenna Lunday for receiving the 2006 Oklahoma Aerospace Teacher of the Year award from the Air Force.

The Upward Bound summer program is finalizing this week.

MoodleMoot and Tech Fest will be held at Quartz in July.

Western has graduated 256 students this year.

The nursing pinning was the largest in the history of Western with 63 graduating.

Mr. Wiese gave an update on the parking lot repair.

Mr. Duffy reported on his recent trip to the International Rotary meeting.

Proposed Executive Session Pursuant to Section 307 (B)(1) of the Open Meeting Act. At 8:27 p.m. Regent Dodson moved that the Board go into executive session. Regent Capps seconded the motion, and the following votes were recorded: Dodson, yes; Graumann, yes; Hester, yes; Capps, yes; Gunkel, yes; Miller, yes. Motion was adopted unanimously.

Open Session and Possible Action Regarding Matters Discussed in Executive Session. At 9:09 p.m. Regent Dodson moved that the Board return to open session. Regent Gunkel seconded the motion, and the following votes were recorded: Graumann, yes; Hester, yes; Capps, yes; Gunkel, yes; Dodson, yes; Miller, yes. Motion was adopted unanimously.

Discussion of Personnel Matters, Discussion of Recommendations for Faculty Tenure, Discussion of Salary and Benefits. Regent Hester moved to approve the personnel resignations and employments as outlined under Tab V, Attachments 1-4; the faculty tenure recommendations as outlined under Tab U, Attachments 1-2; and the salary and benefit package as outlined under Tab V, Attachments 1-4. The personnel matters include the retirement resignations of Mr. Larry Kelley, Vice President for Student Affairs; Mr. Charles Jeffries, Hardware/Network Instructor; and Mr. Fred Baker, Lead Custodian/Maintenance Technical; the resignation of Ms. Terry Adamson, Evening Custodian/Maintenance; and the employment of Dr.
Randy Smith, Vice President for Academic Affairs; Ms. Stacy Broman, Softball Coach; and Ms. Kathryn Deweese, Assistant Student Store Manager. The faculty approved for tenure include Ms. Nancy Estes, Mr. Charles Jeffries, and Ms. Celia Nippert. Regent Capps seconded the motion, and the following votes were recorded: Hester, yes; Capps, yes; Gunkel, yes; Dodson, yes; Graumann, yes; Miller, yes. Motion was adopted unanimously.

Request for Approval of FY2007 Budget. Mr. Wiese presented the FY2007 Budget which is the largest in the history of Western and outlined under Tab W, Attachments 1-62. Regent Hester moved to accept the complete budget. Regent Capps seconded the motion, and the following votes were recorded: Hester, yes; Capps, yes; Gunkel, yes; Dodson, yes, Graumann, yes; Miller, yes. Motion was adopted unanimously.

Election of Board Officers for FY2006-2007. Regent Hester moved that the Board Officers be elected as follows: Chairperson - Regent Capps; Vice Chairperson - Regent Dodson; and Secretary - Regent Sheets. Regent Gunkel seconded the motion, and the following votes were recorded: Capps, yes; Gunkel, yes; Dodson, yes; Graumann, yes; Hester, yes; Miller, yes. Motion was adopted unanimously.

Adjournment. At 9:55 p.m. Regent Dodson moved that the meeting adjourn, and Regent Capps seconded the motion. The following votes were recorded: Gunkel, yes; Dodson, yes; Graumann, yes; Hester, yes; Capps, yes; Miller, yes. Motion was adopted unanimously.

Attest:

Secretary
Chairperson

NOTE: The meeting was held in accordance with the Open Meeting Law. The agenda was posted 24 hours in advance in the display case across from A-1 at Western Oklahoma State College.
Appendix G

Letter of Approval
Oklahoma State Regents for Higher Education
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

improving our future by degrees

September 25, 2006

Dr. Randy Cumby
President
Western Oklahoma State College
2801 North Main
Altus, Oklahoma 73521-1397

Dear President Cumby:

Re: Electronic Delivery of Degree Program

At the September 14, 2006 meeting, the State Regents approved Western Oklahoma State College's request to offer the Associate in Applied Science in Office Systems (049) with the stipulation that continuation of the electronic offering beyond spring 2008 will depend upon the successful completion of a best practice review prior to January 1, 2008. The best practice review must provide quantitative and qualitative analysis of the program through a rigorous review of exemplary programs at other institutions.

If you have questions concerning this action, please contact this office.

Sincerely,

[Signature]
Phil Moss
Interim Chancellor

PM/gmw
Appendix H

Western Oklahoma State College 2006-2007
Standing Committee Roster
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<td>* Executive Committee</td>
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## ENROLLMENT MANAGEMENT
Reports to Dr. Randy Smith

- Dr. Larry Paxton, Chair
- Myrna Cross
- Beverly Glover
- Harold Harris
- Sue Higdon
- Alice Newman
- Glyna Olson
- John Phelan
- Kristy Portwood
- Lana Scott
- Randy Smith (Physical Plant)
- Chad Wiginton

## EXECUTIVE COUNCIL

1. President
2. VP for Academic Affairs
3. VP for Business Affairs
4. VP for Development & Alumni Relations

## LEARNING RESOURCES
Reports to Dr. Randy Smith

- Tony Hardman, Chair*
- Suzie Braddock
- Doloras Carlisle
- Michael Coker
- Thad Crosnoe
- Nancy Estes
- Beverly Glover
- Rebekkah Morrow
- Beverly Newby
- Dr. Glyna Olson
- Wendy Reynolds
- Mike Tucker

## PROGRAM REVIEW
Reports to Dr. Randy Smith

- Dr. Larry Paxton, Chair*
- Suzie Braddock
- Thad Crosnoe
- Zac Estes
- Gary Gardner
- Carol Kendrix
- Anita Miller
- Dr. Bruce Newman
- Celia Nippert
- John Phelan
- Elizabeth Wallace
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### STUDENT AFFAIRS
Reports to Dr. Larry Paxton

- Dr. Glyna Olson, Chair*
- Gary Gardner
- Janet Glenn
- Kathy King
- Allan Meier
- Beverlie Newby
- Bob Pearson
- Joy Porter
- Kurt Russell
- Lana Scott
- Chad Wiginton
- Tanya Wingate
- Kim Zachary
- Student Senate President

### TECHNOLOGY ADVISORY
Reports to Dr. Randy Smith

- Kent Brooks, Chair*
- Rachel Beckner
- Jerry Bryan*
- C.L. Carden
- Scott Charlson*
- Susan Childs*
- Mickey Graham*
- Anita Miller
- Chrystal Overton
- Steve Prater*
- Kim Zachary

* Best Practice Review Subcommittee

### TENURE
Reports to Dr. Randy Smith

- Toni Coakley, Chair
- Doloras Carlisle
- Nancy Estes
- Larry Huntzinger
- Glenna Lunday
- John Phelan
- Donn Rowlett
- Elizabeth Wallace
Appendix I

Western Oklahoma State College Online Delivery Pay Scale
Web Pay Overload Draft
140% of Regular Overload
Per Student Formula

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Western Oklahoma State College
Institutional Assessment Executive Report 2004-2005

The Western Oklahoma State College (Western) Institutional Assessment Plan was developed in the fall of 1992 and operationalized in the summer of 1993 through the combined efforts of faculty, staff, and administration. The Institutional /Assessment Committee composed of a cross section of faculty, administration, and the President of the Student Senate met, reviewed, and approved the 2004-2005 Institutional Assessment Report. Western’s Institutional Assessment report is based on a culmination of assessment activities as prescribed in the Western Oklahoma State College Institutional Assessment Plan. Multiple data sources were evaluated: ACT scores, entrance and exit test scores, program indicators, and student perception inventories.

Entry Level Assessment
Western’s primary assessment instruments are high school transcripts and ACT results, with COMPASS test in English, Math, and Reading serving as its secondary testing tools. All students entering Western with less than 12 hours of general education college course work and who plan to enroll in general education courses must prove proficiency through either primary or secondary assessment measures before being enrolled in parallel college level courses. Western Oklahoma State College’s report illustrates a continuing need for providing development courses for entering students. The assessment report reveals the mean composite ACT of entering freshman as 17.5, same as the previous year and 3.1 below the state average of 20.6 and 3.4 below the national average of 20.9 for all entering college freshman.

Mid-Level Assessment
The assessment report describes Western’s attempt to measure and determine a value-added gain in general education outcomes. For general education exit assessment, Western used CAAP Assessments. CAAP objective tests by ACT were chosen so that scores could be linked to COMPASS and ACT. However, only students taking both the COMPASS and ACT would be linked. Both scores are needed to make a valid comparison. Reports would show whether or not students have shown progress since entering the institution. Students participated in one or more of the following exams: Writing Skills, mathematics, Reading, and Critical Thinking.

Two hundred eighty seven (287) students participated in the mid-level (exit) assessment at Western at the end of Spring 2004-2005 semesters. Exit tests were given in the classroom with instructors present. It was expected that motivation would greatly increase when the instructors were present during testing. In addition, students were briefed about the importance of sincere participation. Students taking the Writing Skills exam were tested in English Composition classes. Students taking the Mathematics exam were tested in College Algebra classes. Students taking the Reading exams were tested in various classes such as American History, Western Civilization, Federal Government, and Psychology. Students taking Critical Thinking exams were tested in various classes such as Biology, Chemistry, General Physical Science, and Geology. Only sophomores were tested in Reading and Critical Thinking. These tests are graded by ACT. Linkage reports were then given to the institution comparing COMPASS to CAAP.

The report compares assessed areas by linking admission and exit tests. It was noted that figures are based on those students who took both COMPASS and CAAP assessments. Also, scores from COMPASS and CAAP are on different scales. Because the CAAP test requires greater
knowledge and more complex cognitive skills than the ACT assessment, Students scoring at the same “level” on both tests must have increased their knowledge and cognitive skills. Therefore, we note that gains were realized.

As another form of mid-level assessment, in former years we have obtained the grade point average and college progress from the universities to which our students transfer. However, obtaining this student tracking information from other Oklahoma colleges and universities is becoming extremely difficult (possibly due to new FERPA regulations). Consequently, this has severely limited our ability to track our students’ progress toward a Bachelor’s degree.

Program Outcomes Assessment
Program and course assessment is conducted by the divisions responsible for each of the programs, options, and emphases. Each division has created and implemented its own plan of assessment. This arrangement allows the instructors overseeing the various programs the kind of flexibility needed to better tailor their plan to suit the needs of the programs. The divisions do have some guidelines for their plans, specified by the Institutional Assessment Committee to create some commonality, but great leeway has been granted in the creation and implementation of their plans.

In the 2004-2005 assessment, most courses were assessed though some departments chose to select specific classes to assess. In effect, every program had assessment data to work with, as well as guaranteeing that every student was in some way assessed in their program coursework. By having most assessment measures embedded into existing evaluation instruments literally hundreds of responses are produced which gives a valid sample for analysis. Overall, the competencies averaged a success rate in excess of 75%.

Tracking studies tied to developmental education were initiated in the 2001-2002 assessment and continued with this assessment. The intent was to determine how well these students fared once they entered college level classes and programs. Results have shown that the success rates and GPA compare favorably with students that do not need developmental courses. English success rates were 81.6% with a 2.49 GPA for those who took developmental courses versus 89.1% rate of success and a 2.83 GPA for students who did not take developmental courses. Math showed a 71.2% rate of success with a 2.61 GPA for developmental students versus 77.1% rate of success and a 3.03 GPA for non-developmental students. With rate of success directly indicating the retention rate, the potential for keeping students in academic programs has greatly increased due to developmental work.

Every program instituted changes based upon the previous year’s assessment. The prevalent change was that many disciplines and programs reevaluated and restructured their competencies. There was also significant change in instructional methods and evaluation instruments. In addition, many programs altered or added to their assessment methods and tools by introducing experiential elements, portfolios, pre and post-testing, and tracking studies. The use of assessment to implement change shows that great progress has been made.

Student Satisfaction
Western measures student satisfaction with the following instruments: ACT Entering Student Survey, the ACT Continuing Student Opinion Survey, the ACT College Outcomes Survey, and the ACT Alumni Survey.

The college administered the Entering Student Survey to 116 day and evening students. The report describes the major reasons why students attend college at Western. Findings indicate that students enroll at Western for goal-oriented activities. Western students juggle multiple life roles which often leave little time for additional activities. On the survey, students indicated their main reason for attending college were: to meet education requirements for their chosen occupation (74.1%), to become a better educated person (72.4%), to qualify for a high level occupation (66.5%), and to increase their earning power (62.9%). Their reasons for choosing Western specifically were for its utility in meeting these goals. The entering student’s main sources of funding for college were non-earned: educational grants (44%), scholarships (41.4%), and parents/relatives (41.4%).

On the Entering Student Survey, students reported needing the most help in the following areas: improving math skills (69.8%), improving public speaking skills (51.7%), developing better study skills and habits (60.3%), and improving test taking skills (59.5%). Additionally, students expressed overall low desire to participate in extracurricular activities which is consistent with former years. This, too, is consistent with the general profile of community college students who must juggle multiple life roles and thus have very little discretionary time for additional activities.

Students major aspirations were varied, with the highest areas as follows: Health Sciences (21.6%), Teacher Education (9.5%), and Business Management (6%). However, 10.3% were still undecided. This is not an unusual trend for students to demonstrate so early in their college career. Students reported that their decision to attend Western was based primarily on: location (59.5%), financial aid or scholarship (58.6%), and cost (55.5%). Sixty two point nine (62.9%) of the entering students surveyed reported that Western was their first choice of college and 32.8% made their choice during high school. Additionally, 48% of the students reported that their parents or relatives were a major source of information about the college.

Two hundred two (202) students completed the Continuing Student Opinion Survey for students who have attended Western over 24 college hours. Congruent with the Entering Student Survey, these students report attending this college for very utilitarian reasons with 54.5% of the students living less than 10 miles from the campus. Community Service and Business and Management are the current areas of study for this group with Education following. Like their entering student counterparts, this group is attending Western for its convenient location (61.9%), low cost (45%), and being able to work while attending college (42.1%). 72.3% of the continuing students reported they would definitely or probably attend this college if they could start college over. 89.2% gave the college an above average rating. Both of these figures are an increase over last year.

Three hundred and one (301) graduating students completed the College Outcomes Survey. 59.1% plan to enroll in another college while 14.3% are undecided about their plans. Although 15% plan not to attend another college, it can be assumed most of these students will enter their
 vocations after receiving an Applied Science Degree. In general, students report higher educational aspirations than the attainment of their parents. Also their educational aspirations increased during their years of college attendance. Overall, 85.8% of students report that Western has helped them meet the goals they came to achieve.

Thirty (30) alumni responded to the Alumni Survey. Approximately 375 surveys were mailed to the graduates from the 1999-2000 and 2000-2001 years. Of those who responded, 43.3% has now obtained a Bachelor’s degree. Eighty six point six percent (86.6%) of the respondents reported that Western had adequately or more than adequately prepared them for continuing their education. Ninety three point four percent (93.4%) responded that they would definitely choose or probably choose Western if they were to start college over. Overall, 93.4% of the respondents stated they were very satisfied or satisfied with the college in general.

Administration
The Institutional Assessment Specialist is responsible for assisting with the overall facilitation of the assessment plan. She reports directly to the Director of Counseling and Student Assessment, who, along with the Vice President of Student Affairs, is responsible for the initial interpretation of findings with the exception of the Program Assessment component which is address by the Vice President of Academic Affairs and the faculty. Tentative findings are presented to Western Oklahoma State College’s Institutional Assessment Committee. The committee annually evaluates the assessment process and makes recommendations based on assessment findings. Also, the assessment report is disseminated college wide to inform and guide institutional planning and decision making.
Appendix K

Western Oklahoma State College Assessment Report 2005-2006
SECTION I – ENTRY LEVEL

Administering Assessment
I-1. How were instruments administered?

Students entering Western Oklahoma State College as a first time entering student, have less than 12 hours of general education credit, and/or planning to enroll in general education courses, are required to participate in an admission clinic. The clinics are offered at various times during early and late enrollment to accommodate student’s schedules. During the clinic, the Assessment Office evaluates the student’s ACT scores to determine the need for placement testing. If a student has not taken an ACT test, the student has the option to take the ACT Residual before taking the placement tests, or they may choose placement testing immediately and fulfill the ACT obligation at a later date. After placement testing, the student’s scores are evaluated and placement occurs according the established “cut scores” for each area. At this time, the student is
advised that they may retest. The student is then assigned an advisor according to their major plan of study and forwarded to their advisor for enrollment.

To accommodate students who have not taken the ACT test, Western offers the ACT Residual test an average of two times per month. Additional dates may be added during peak times or enrollment times to accommodate those students wishing to test before placement testing.

I-2. Which students were assessed?

Western Oklahoma State College requires all students to have ACT test scores. If the student is active duty military or over the age of 21, they are not required to take the ACT. However, they are required to take the placement tests. Any student with college credit prior to 1988 is not required to take the placement exams; however, he/she is encouraged to test to determine abilities in the English, reading, and math areas.

In the event the student has taken the ACT assessment, the scores are evaluated on an individual basis. If the student’s score falls below 19 in English, Reading, or Math, the student is required to take a placement test (COMPASS) within the deficient area.

I-3. Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.

In addition to the availability to test during the new student admission clinics, COMPASS placement tests are available on a walk-in basis. The testing lab is open Monday through Friday (except holidays) from 7:30 a.m. until 4:00 p.m. No appointment is necessary. The students may retest as often as they wish with no required lapse time between testing. However, the Testing Center does encourage students to study before retesting and offers resources and websites for additional study materials.

Western Oklahoma State College provides free academic tutoring services to all students in the Tutoring Center. Many courses are covered, such as English, history, computer sciences, computer applications, basic math, all algebra areas (beginning, intermediate, and college), chemistry, economics, and financial and managerial accounting. The peer tutors have generously scheduled hours and are available during day and evening hours throughout the week. Approximately 150 students took advantage of the tutoring services throughout the semester.

Another area of academic support is the Supplemental Instruction program. This provides supplemental instructors for courses which have proven to be historically difficult courses. In 2005-2006, supplemental instruction was available for Human Anatomy, Chemistry, and Computer Instruction & Software Design courses.

Analyses and Findings
I-4. What were the analyses and findings from the 2005-2006 entry-level assessment?
Western Oklahoma State College ACT scores of entering students in 2005-2006 range between 15.8 and 17.8. Science Reasoning scores increased over last year while English, Math, and Reading decline slightly. There was no change in the overall composite score. If the student does not have a 19 or above in English, Reading, or Math, they must take placement exams in those areas.

<table>
<thead>
<tr>
<th>ACT MEAN SCORES FOR ENTERING STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
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<tr>
<td><strong>SUBJECT</strong></td>
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<tr>
<td><strong>WOSC</strong></td>
</tr>
<tr>
<td><strong>OKLAHOMA</strong></td>
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<tr>
<td><strong>NATIONAL</strong></td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>15.8</td>
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<tr>
<td>20.3</td>
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<td>20.6</td>
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<tr>
<td>Math</td>
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<td>16.3</td>
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<td>19.7</td>
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<td>20.8</td>
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<tr>
<td>Reading</td>
</tr>
<tr>
<td>17.2</td>
</tr>
<tr>
<td>21.1</td>
</tr>
<tr>
<td>21.4</td>
</tr>
<tr>
<td>Science Reasoning</td>
</tr>
<tr>
<td>17.8</td>
</tr>
<tr>
<td>20.4</td>
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<tr>
<td>20.9</td>
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<tr>
<td>Composite</td>
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<td>17.5</td>
</tr>
<tr>
<td>20.5</td>
</tr>
<tr>
<td>21.1</td>
</tr>
</tbody>
</table>

COMPASS Reading Test:
Four hundred nineteen (419) students tested with an average test score of 76. Twenty three percent (23% or 96 students) placed in Developmental Reading II with a score from 0-65. Thirty percent (30% or 126 students) placed in Developmental Reading III with a score from 66-79. Forty seven percent (47% or 197 students) scored 80-100 and required no remediation.

COMPASS Writing Test
Four hundred fifty one (451) students tested with an average score of 58.9. Two hundred sixty four (264 or 59%) students placed in English Fundamentals with a score from 0-69. One hundred eighty seven (187 or 41%) students scored 70-100 and required no remediation in English.

COMPASS Math Test
Four hundred eighty four (484) students took the Math placement test. Four hundred sixty five (465 or 96%) of the students placed in a developmental course. Two hundred seventy five (275 or 57%) were required to enroll in Basic Math. One hundred thirty seven (137 or 28%) students placed in Beginning Algebra. Fifty three (53 or 11%) placed in Intermediate Algebra while nineteen (19 or 4%) students placed directly into College Algebra.

I.5 How was student progress tracked?

Western Oklahoma State College prides itself on its open door policy, a philosophy of truly progressive education, a philosophy that espouses opportunity. However, a significant number of applicants are not sufficiently prepared for college level work. This presents a great challenge for this institution to serve not just the academically prepared student, but also to meet the needs of those who may come in at any level of academic preparation or ability. To ensure that these students will be able to participate in general education classes and benefit fully from the educational experience, Western offers developmental courses in Reading, English and Math to prepare students for college level courses.

Given the decentralized nature of Western’s developmental education structure, the creation and implementation of a comprehensive and cohesive plan of assessment is definitely a challenge.
With no administrative head and more than one division involved, the ultimate responsibility for assessing the effectiveness of developmental education remains unclear. Despite these difficulties, the Assessment Committee has pushed forward with a two-pronged plan of attack. Developmental assessment consists essentially of a competency-based assessment of each individual course, similar to the plans implemented for program assessment, as well as longer-term studies of student success by tracking students proceeding from developmental courses and on through specific college level courses.

Tracking students as they progress through developmental courses and on through the college level courses began in Fall 2000. Tracking encompasses many factors including success rates, grade point averages, grade distribution, and most importantly, comparison of developmental students versus non-developmental students. Ultimately, tracking will lead us back to placement testing and a clearer picture of the entire process from entrance to graduation will develop.

I.6 Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

Developmental English

One portion of the assessment plan for developmental courses in English is a competency-based assessment similar to the plan developed for the assessment of program-specific courses. Broad learning outcomes have been identified which correspond to the mission goals of the college. Required course competencies detailed in each course syllabus are in turn linked to these outcomes. Measurement of students’ success in achieving these competencies provides some evidence for how well the division is fulfilling its mission. The rate of success in the individual course competencies is tabulated for all students in all sections over several or all tests and laboratory sessions.

| Compass Score AVG 42.7 (n=132) | Rate of Success 87/135 (64.4%) | Grade Distribution S-87, U-37, W-10, I-1 |

The 64.4% success rate exhibited in the table above is made up of a combination of students completing the actual Fundamentals of English class and those students who participated in the class but removed their English deficiency by successfully retesting. Of the 91 students who removed their deficiency, 13 did so by retesting during the semester and receiving a score of 70 or better. The rate of success compares favorably with previous years (69.7% in 2003-04 and 68.6% in 2004-05). The actual rate of failure (U, W) may be a bit high at 35.6% but this figure includes students who simply disappeared at some point during the semester without withdrawing.

The table below shows how students enrolled in English Fundamentals compare with students who succeed in English Composition I. The rate of success for students who enrolled in English Fundamentals before completing English Composition I (79.8%) compares favorably to the class as a whole (81.8%) and to students who were not required to remediate (83.0%). The data indicates a remarkable consistency in Completion Rates, Grade Point Averages, and Grade Distribution. The overall average success rate of 81.8% is seen as a very positive figure as well.
Completers of English Comp I
This table compares student success for completers of English Composition I who also enrolled previously in Fundamentals of English versus completers who did not. Completers is defined as those students who successfully pass a class (A-B-C-D).

<table>
<thead>
<tr>
<th>Results for students who:</th>
<th>COMPASS avg (N)</th>
<th>Completers/Enrolled</th>
<th>GPA</th>
<th>Grade Distribution (English Comp I Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Took Fundamentals prior to taking English Comp I</td>
<td>36.9 (80)</td>
<td>67/84 79.8%</td>
<td>2.32</td>
<td>A-11, B-18, C-22, D-13 Did Not Complete-20</td>
</tr>
<tr>
<td>Took English Comp I and no developmental</td>
<td>84.7 (201)</td>
<td>322/388 83.0%</td>
<td>2.98</td>
<td>A-104, B-131, C-63, D-24 Did Not Complete-66</td>
</tr>
<tr>
<td>Took English Comp I (Grand Total for 2005-06)</td>
<td>73.6 (281)</td>
<td>386/472 81.8%</td>
<td>2.89</td>
<td>A-115, B-149, C-85, D-37 Did Not Complete-86</td>
</tr>
</tbody>
</table>

In the table below, a five-year comparison was made on the Rate of Success (ROS) and Grade Point Average (GPA) for students who took Fundamentals of English prior to taking English Composition I. The last four columns show the rates since the developmental English courses were handed over exclusively to a single full-time instructor. Consistent standards have since been applied and adhered to and a clearer picture is in emerging. While the GPA shows a slight decline, it still is better than the 2001-02 assessment and indicates that the instructor is finding a more realistic baseline than the 2002-03 assessment shows. It is the ROS that is the most exciting finding from this study. It clearly indicates that more students are succeeding after taking Developmental English than ever before. It also explains why the GPA has declined a bit. More students are succeeding, only with a bit lower GPA. The commitment made by the college to hire a full-time instructor has had a positive impact upon student success.
Table III-4      Five-Year Comparison
This table shows a five-year comparison of Grade Point Average and Rate of Success for students who have taken Fundamentals of English prior to taking English Composition I. The GPA and ROS are for English Comp I.

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Rate of Success</th>
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<tbody>
<tr>
<td>3.0</td>
<td>89.0%</td>
</tr>
<tr>
<td>2.8</td>
<td>85.0%</td>
</tr>
<tr>
<td>2.7</td>
<td>81.0%</td>
</tr>
<tr>
<td>2.5</td>
<td>77.0%</td>
</tr>
<tr>
<td>2.4</td>
<td>73.0%</td>
</tr>
</tbody>
</table>

Data was gathered on all English Composition students who had been COMPASS tested. Students who tested out, those who tested as deficient and went into Fundamentals, and those who somehow avoided making up a deficiency were then identified. Of major concern was if and how students were by-passing the remedial requirement and where the break-down may have occurred. The table below gives a more complete picture.
COMPASS Placement

This table tracks students who, due to COMPASS testing, should have been placed into English Fundamentals prior to being admitted into English Composition I.

<table>
<thead>
<tr>
<th>Total English Composition I students in Fall 2005 – Summer 2006 year</th>
<th>472</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students tested with COMPASS (may have been prior to 2005-06)</td>
<td>281</td>
</tr>
<tr>
<td>Students tested above 69 (and were thereby not required to take Fundamentals)</td>
<td>171</td>
</tr>
<tr>
<td>Comp I Grade Distribution: A-34, B-58, C-34, D-14 GPA: 2.82 ROS: 139/171 81.3%</td>
<td></td>
</tr>
<tr>
<td>Students retested on COMPASS (may have been prior to 2005-06)</td>
<td>72</td>
</tr>
<tr>
<td>Students retested above 69 (and were thereby not required to take Fundamentals)</td>
<td>35</td>
</tr>
<tr>
<td>Comp I Grade Distribution: A-4, B-17, C-11, D-1 GPA: 2.73 ROS: 33/35 94.3%</td>
<td></td>
</tr>
<tr>
<td>Students were required to take Fundamentals due to COMPASS scores</td>
<td>75</td>
</tr>
<tr>
<td>Students enrolled in Fundamentals (68 received “S”)</td>
<td>71</td>
</tr>
<tr>
<td>Comp I Grade Distribution: A-9, B-15, C-20, D-12 GPA: 2.38 ROS: 56/71 78.9%</td>
<td></td>
</tr>
<tr>
<td>Students cleared by ACT or prior college credit</td>
<td>3</td>
</tr>
<tr>
<td>Comp I Grade Distribution: A-1, B-1, C-0, D-0 GPA: 3.5 ROS: 2/3 66.7%</td>
<td></td>
</tr>
<tr>
<td>Students were required to take Fundamentals due to COMPASS scores but did not</td>
<td>4</td>
</tr>
<tr>
<td>Students enrolled in Fundamentals and failed or withdrew</td>
<td>3</td>
</tr>
<tr>
<td>Comp I Grade Distribution: A-0, B-0, C-0, D-0 GPA: 0.00 ROS: 0/3 00.0%</td>
<td></td>
</tr>
<tr>
<td>Student never enrolled in Fundamentals although required</td>
<td>1</td>
</tr>
<tr>
<td>Comp I Grade Distribution: A-0, B-1, C-0, D-0 GPA: 3.0 ROS: 1/1 100%</td>
<td></td>
</tr>
</tbody>
</table>

As seen in the table above, about nearly sixty percent of Western’s English Composition students were tested on COMPASS (281/472) and of that number, 206 either tested or retested out of their English deficiency. Of those students, 172 (avg 83.5%) succeeded in passing Comp I. Of the 75 students remaining, 56 completed English Fundamentals and went on to succeed in Comp I at a very favorable rate of 78.9%. Four students who should have been required to take Fundamentals managed to get by without removing the deficiency. Even though four slipped by, Western has made a diligent effort to correct this and has progressed greatly since this study was inaugurated.

Developmental Reading

The current plan of assessment focuses upon a competency-based assessment of the Developmental Reading course, a value-added assessment, the calculation of completion rates, and a tracking study. The purpose of the assessment plan implemented is to gain insight into skill areas of reading that might require more instruction or a different instructional strategy. Assessment of the reading courses should indicate if certain skill areas are being addressed effectively and to what extent students have increased their reading ability. Finally, the assessment plan includes data on students attempting to remove deficiencies by retesting on the placement test.
The tracking of students who enter the developmental courses in reading requires the collection of data compiled on COMPASS scores, grades, and progress from one level to the next. Success rates are tabulated based upon the number of completers versus the total enrolled. The results for the Fall 2005-Summer 2006 year are shown in Table III-8 below.

Reading III Completion Data
This table shows the Reading III completion data for 2005-2006. This data includes completers who may have started before 2005-2006. Completers: students who have received a passing grade (S).

A tracking study was initiated in 2002-03 to determine which students removed their reading deficiency or successfully advanced a level in the developmental course hierarchy. This study was continued for 2005-06. Students in this study may have begun at any level of Developmental Reading and may have advanced one or two levels or may have completely removed their deficiency (see table below).

Table III-9  Removal of Reading Deficiency
This table shows student progress toward removal of the reading deficiency for 2005-2006. The student may have started at any level of Developmental Reading and at any time.

<table>
<thead>
<tr>
<th>Reading III Students Who Removed Their Reading Deficiency by:</th>
<th>Total</th>
<th>Percentage of Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully Retesting on COMPASS</td>
<td>19</td>
<td>32.8%</td>
</tr>
<tr>
<td>Successfully Completing Reading III or PassKey</td>
<td>18</td>
<td>31.0%</td>
</tr>
<tr>
<td>Reading II Students Who:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Removed their Reading Deficiency by Retesting</td>
<td>3</td>
<td>6.3%</td>
</tr>
<tr>
<td>Advanced To the Next Level of Developmental</td>
<td>28</td>
<td>65.1%</td>
</tr>
</tbody>
</table>
The tracking of students who enter the developmental reading courses and then go on to complete the more reading-intensive college-level courses such as history or psychology can provide greater insight into the effectiveness of the developmental courses. To find the data needed for this analysis all sections of American History and Introduction to Psychology were totaled for each of the three semesters. From this pool, data was pulled on every student who had ever been previously enrolled in Developmental Reading. The COMPASS scores of these students were also compiled so that the tracking data could then be linked back to placement scores. The final data tabulated in the table below targets completers of American History and Introduction to Psychology.

### Tracking Reading Students

This table compares student success for completers of American History and/or Psychology in 2005-06 who had also enrolled previously in developmental courses versus completers who did not. Completers is defined as those students who successfully pass a class (A-B-C-D).

<table>
<thead>
<tr>
<th>Results for students who:</th>
<th>COM-PASS</th>
<th>Rate of Success</th>
<th>GPA</th>
<th>Grade Distribution (Hist/Psy Final Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Reading III before enrolling in American History</td>
<td>53.3</td>
<td>13/21 61.9 %</td>
<td>2.46</td>
<td>A-3, B-3, C-4, D-3 Did Not Complete - 10</td>
</tr>
<tr>
<td>Were deficient but enrolled in American History before Reading</td>
<td>62.6</td>
<td>34/60 56.7 %</td>
<td>2.14</td>
<td>A-3, B-9, C-12, D-10 Did Not Complete - 26</td>
</tr>
<tr>
<td>Were not deficient in Reading and enrolled in American History</td>
<td>88.7</td>
<td>377/45 83.2 %</td>
<td>3.13</td>
<td>A-164, B-117, C-67, D-29, Did Not Complete - 76</td>
</tr>
<tr>
<td>Completed Reading III before enrolling in Psychology</td>
<td>56.3</td>
<td>28/33 84.8 %</td>
<td>2.18</td>
<td>A-5, B-4, C-10, D-9 Did Not Complete - 5</td>
</tr>
<tr>
<td>Were deficient but enrolled in Psychology before Reading</td>
<td>63.9</td>
<td>34/51 66.7 %</td>
<td>2.58</td>
<td>A-5, B-14, C-11, D-4, Did Not Complete - 17</td>
</tr>
<tr>
<td>Were not deficient in Reading and enrolled in Psychology</td>
<td>88.3</td>
<td>380/46 82.6 %</td>
<td>3.18</td>
<td>A-164, B-136, C-66, D-14, Did Not Complete - 88</td>
</tr>
</tbody>
</table>

Some encouraging trends emerge from the data above. The students who complete Reading III before taking the college-level courses in history or psychology are performing better than those who are deficient but enroll in the same courses in their Rate of Success and are comparable in GPA. This is made even more relevant given that these students also start with lower COMPASS scores. It is not surprising that the students with no reading deficiencies at all are performing better. Reading problems affect not only a student’s ability to read college-level textbooks, but even more tellingly, they make it harder to read and interpret test questions. Obviously, students with reading deficiencies would be better served to go through the developmental classes before taking more reading-intensive courses.
Developmental Math

Rate of Success
This table shows the rate of success for all students enrolled in Beginning Algebra and Intermediate Algebra during the Fall 2005 – Spring 2006 school year. Rate of success is defined as passing. (S)

<table>
<thead>
<tr>
<th>Beginning Algebra</th>
<th>Grade Distribution</th>
<th>Intermediate Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass Alg Avg</td>
<td>Rate of Success</td>
<td>Compass Alg Avg</td>
</tr>
<tr>
<td>23.6</td>
<td>119/218 (54.6%)</td>
<td>28.8 N=149</td>
</tr>
<tr>
<td>N=119</td>
<td>S-119, U-48, W-47, I-4</td>
<td>131/200 (67.5%) S-131, U-43, W-26</td>
</tr>
</tbody>
</table>

The tracking of students who enter the developmental courses, Beginning Algebra or Intermediate Algebra, and then go on to complete the college-level course, College Algebra, is vital in the analysis of student success and the effectiveness of the developmental courses. To find the data needed, all sections of College Algebra were totaled for each of the three semesters. From this pool, data was pulled on every student who ever been previously enrolled in either of the developmental courses. The COMPASS scores of these students were also compiled so that the tracking data could then be linked back to placement scores. The final data tabulated in the table below targets completers of College Algebra.

Completers of College Algebra
This table compares student success for completers of College Algebra in 2005-06 who also enrolled previously in developmental courses versus completers who did not. Completers is defined as those students who successfully pass a class (A-B-C-D).

<table>
<thead>
<tr>
<th>Results for students who:</th>
<th>COMPASS Pre Alg</th>
<th>Rate of Success</th>
<th>GPA</th>
<th>Grade Distribution (College Algebra Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Went from Beginning Algebra to College Algebra</td>
<td>54.3 (8) 46.3 (8)</td>
<td>2/9 22.2%</td>
<td>2.50</td>
<td>A-1, B-0, C-0, D-1 Did Not Complete - 7</td>
</tr>
<tr>
<td>94 Took all three Algebra classes</td>
<td>48.7 (85) 26.1 (67)</td>
<td>73/94 77.7%</td>
<td>2.77</td>
<td>A-23, B-21, C-18, D-11 Did Not Complete - 21</td>
</tr>
<tr>
<td>59 Went from Intermediate Algebra to College Algebra</td>
<td>40.5 (40) 37.8 (43)</td>
<td>38/59 64.4%</td>
<td>3.26</td>
<td>A-23, B-5, C-7, D-3 Did Not Complete - 21</td>
</tr>
<tr>
<td>219 Took College Algebra and no developmental course</td>
<td>65.0 (26) 52.2 (27)</td>
<td>176/219 80.4%</td>
<td>2.95</td>
<td>A-64, B-54, C-44, D-14 Did Not Complete - 43</td>
</tr>
<tr>
<td>382 Took College Algebra (Grand Total for 2005-06)</td>
<td>55.9 (148) 35.8 (144)</td>
<td>280/382 73.3%</td>
<td>3.19</td>
<td>A-102, B-80, C-69, D-29 Did Not Complete - 92</td>
</tr>
</tbody>
</table>
Another item addressed by this year’s assessment report concerns the placement of students into developmental classes. A tracking study focused upon COMPASS testing and placement. Data was gathered on all developmental math students who had been COMPASS tested. Students who tested out, those who tested as deficient and went into developmental, and those who somehow avoided making up a deficiency were then identified and analyzed (see table below). Of major concern was if and how students were by-passing the remedial requirement and where the break-down may have occurred.

COMPASS Placement
This table tracks students enrolled in College Algebra who, due to COMPASS testing, should have been placed into Developmental Math prior to being admitted into College Algebra.

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total College Algebra students in Fall 2005 – Summer 2006 year</td>
<td>382</td>
</tr>
<tr>
<td>Students tested with COMPASS (may have been tested prior to 2005-06)</td>
<td>174</td>
</tr>
<tr>
<td>13 Students tested above 49 and were thereby not required to take developmental</td>
<td>College Alg. Grade Distribution: A-4, B-2, C-2, D-1 GPA: 3.00 ROS: 9/13 69.2%</td>
</tr>
<tr>
<td>1 Students tested above 49 and took developmental although it was not required</td>
<td>College Alg. Grade Distribution: A-0, B-0, C-0, D-0 GPA: 0.00 ROS: 0/1 00.0%</td>
</tr>
<tr>
<td>48 Students retested on COMPASS (may have been tested prior to 2005-06)</td>
<td>16</td>
</tr>
<tr>
<td>6 Students retested above 49 and took no developmental</td>
<td>College Alg. Grade Distribution: A-0, B-2, C-3, D-1 GPA: 2.17 ROS: 6/6 100%</td>
</tr>
<tr>
<td>14 Students tested above 49 and took developmental although it was not required</td>
<td>College Alg. Grade Distribution: A-0, B-1, C-3, D-1 GPA: 1.90 ROS: 5/14 35.7%</td>
</tr>
<tr>
<td>140 Students were required to take developmental due to COMPASS scores</td>
<td>113</td>
</tr>
<tr>
<td>123 Students enrolled in Intermediate Algebra (123 received “S”)</td>
<td>College Alg. Grade Distrib: A-38, B-22, C-19, D-13 GPA: 2.92 ROS: 92/123 74.8%</td>
</tr>
<tr>
<td>17 Students were required to remove a deficiency before College Algebra but did not</td>
<td>10</td>
</tr>
<tr>
<td>17 Students were required to take developmental due to COMPASS scores but did not</td>
<td>College Alg. Grade Distribution: A-4, B-3, C-2, D-3 GPA: 2.42 ROS: 12/17 70.6%</td>
</tr>
<tr>
<td>0 Students failed to pass developmental but still enrolled in College Algebra</td>
<td>College Alg. Grade Distribution: A-0, B-0, C-0, D-0 GPA: 0.00 ROS: 0/0 00.0%</td>
</tr>
</tbody>
</table>

Great strides were made in the effort to prevent students from “slipping through” the requirement to take a developmental course prior to enrolling in College Algebra. This year’s total of 17 is obviously not quite what we are after, but is enormously better than the 86 that slipped through three years ago. Greater vigilance on the part of advisors and administration has reduced the number significantly, however, the point still remains that some were overlooked and did not succeed.
Graduation of Developmental Students

A study was undertaken to determine how many of Western’s graduates actually took developmental courses and how well they succeeded. All first-time full-time entering students who graduated during the Fall 2005-Summer 2006 school year were tracked. All of the students began their academic career at Western between Fall 2002 and Spring 2004.

<table>
<thead>
<tr>
<th>First-time, Full-time Entering Students from Fall 2002-Spring 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated in the Fall 2005-Summer 2006 School Year</td>
</tr>
<tr>
<td>1503</td>
</tr>
<tr>
<td>158</td>
</tr>
<tr>
<td>68</td>
</tr>
<tr>
<td>41</td>
</tr>
<tr>
<td>34</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>58</td>
</tr>
</tbody>
</table>

Other Assessment Plans

I.7. What other studies of entry-level assessment have been conducted at the institution?

None available.

I-8. Describe results.

None available.

I-9. What instruction changes occurred or are planned due to entry-level assessment?

Students are given the opportunity to retest on the COMPASS placement tests. If they retest successfully during the first two weeks of the semester, they may withdraw from the developmental course they enrolled in and enroll in a different course. The incidences of successfully testing into a higher course level or successfully testing into the college level course indicates the student did not test well initially.

The PASSKEY software program is being used for students who place in English Fundamentals and Developmental Reading III. One of main features of this software is that it allows instructors in the developmental courses to administer diagnostic tests to better determine each student’s strengths and weaknesses. In addition, all these scores can be linked to the COMPASS scoring. This will bridge the gap between weaknesses and instruction by preparing an individual prescription for the student by assigning particular lessons from the software. No lessons are assigned from areas where the student has the acquired knowledge. The student then progresses through the developmental courses quicker. The PASSKEY software does not allow a student to
progress to the next lesson until they have achieved a grade of 80% or better; therefore, the student does not bypass a problem area.

If a student passes all course requirements, they are given a satisfactory grade for the course. If the student does not pass, the instructor looks at the overall progress of the student and how close they come to the cut score to determine if the student can go forward. If there is a gap too wide and the course work has not been sufficient, students are assigned further chapters or repetition of others until the instructor is satisfied that the student has overcome their deficiency. As an alternative, the student may retake the COMPASS placement test at any time during the same semester to remove the deficiency.

ACADEMIC SYSTEMS software is being used for developmental students in Basic Math and Beginning Algebra. A key feature of this software is that it will allow each student to work at their own pace to complete the course. This may enable the student to progress through the developmental math courses at a pace consistent with their abilities. In addition to the computer based math courses, traditional classroom lecture courses are available for those students preferring this method of instruction.
Administering Assessment
II-1. Describe how assessment activities were linked to the institutional general education program competencies.

Western Oklahoma State College continues to use CAAP (Collegiate Assessment of Academic Proficiency) testing. CAAP, a product of ACT, was chosen so scores could be linked to COMPASS and ACT scores. However, only those students who have taken both COMPASS and ACT tests were linked since both scores are needed to make a valid comparison. The CAAP report indicates whether students have made progress since entering the institution. Students who participated in the CAAP testing were tested in one or more of the following areas: Writing Skills, Mathematics, Reading, and Critical Thinking.

II.2. Describe how the instruments were administered and how students were selected.

The CAAP tests were administered at the end of the Spring 2006 semester. The selection process included students who were within the final year of their Associates degree. Writing Skills exams were given in English Composition II classes; mathematics exams were given in the College Algebra class; reading exams were given in various other classes such as American History, Western Civilization, Federal Government, Psychology, or Sociology; critical thinking exams were given in classes such as Biology, Chemistry, Geology, or General Physical Science.

II-3. Describe strategies to motivate students to participate meaningfully.

First and foremost, in order for the students to perform at their best, the instructors must take ownership in the assessment procedure as well as the CAAP tests. Therefore, the exams are administered by the instructors during the regularly scheduled class times. Students are not aware of the test date as past experiences have indicated that attendance is somewhat lower if the students know the tests are not mandatory. The instructors brief the students the day of the exam on the importance of the results to the institution. By having the instructors present and actually administering the exams, motivation increases and the results are more accurate. The tests are graded by ACT who later provide linkage reports to COMPASS and ACT for the institution.

Analyses and Findings
II-4. How was student progress tracked into future semesters and what were the findings?

Western attempts to track its students who transfer within state higher education institutions. Many of our students have military related affiliations, whether active duty military or dependents, and do not have the time resources to complete their degree and/or transfer within the state to another institution. Many move outside the state due to orders (permanent change of station) making tracking extremely difficult given both external and internal institutional constraints. The majority of our students who transfer within the state move to the two regional institutions in closest proximity, Cameron University and Southwestern Oklahoma State.
University. Oklahoma State University, University of Oklahoma, and the University of Central Oklahoma follow closely. Due to FERPA regulations, information such as GPA, is becoming harder to obtain. Western did not have transfers to state private institutions as of spring 2005, as in the past years.

The table indicates only those institutions that had two or more transfer students. Many other Oklahoma public institutions had one transfer student.

<table>
<thead>
<tr>
<th>Western Student Transfer Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
</tr>
<tr>
<td>Cameron University</td>
</tr>
<tr>
<td>East Central University</td>
</tr>
<tr>
<td>Langston University</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
</tr>
<tr>
<td>Oklahoma State University</td>
</tr>
<tr>
<td>Rogers State University</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University-Sayre</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
</tr>
<tr>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>University of Science and Arts</td>
</tr>
</tbody>
</table>

II-5. What were the analyses and finding from the 2005-2006 mid-level/general education assessment?
The following figures are based on those students who took COMPASS, CAAP, and ACT assessments. In addition, scores among the three exams are on different scales.

WRITING
COMPASS to CAAP (N=13)
46% of Western Oklahoma State College students made less than expected progress on CAAP as compared to 13% of the reference group.
38% of Western Oklahoma State College students made expected progress on CAAP as compared to 75% of the reference group.
15% of Western Oklahoma State College students made greater than expected progress on CAAP as compared to 12% of the reference group.

<table>
<thead>
<tr>
<th>COMPASS Writing</th>
<th>CAAP Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Reference Group</td>
<td>1,806</td>
</tr>
<tr>
<td>Western</td>
<td>13</td>
</tr>
</tbody>
</table>

ACT to CAAP (N=53)
21% of Western Oklahoma State College students made lower than expected progress on CAAP as compared to 7% of the reference group.
75% of Western Oklahoma State College students made expected progress on CAAP as compared to 83% of the reference group.
4% of Western Oklahoma State College students made higher than expected progress on CAAP as compared to 10% of the reference group.

<table>
<thead>
<tr>
<th>ACT Writing</th>
<th>CAAP Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>Reference Group</td>
<td>22,648</td>
</tr>
<tr>
<td>Western</td>
<td>53</td>
</tr>
<tr>
<td>Reference Group</td>
<td>22,648</td>
</tr>
<tr>
<td>Western</td>
<td>53</td>
</tr>
</tbody>
</table>

**READING**

COMPASS to CAAP (N=20)
40% of Western Oklahoma State College students made less than expected progress on CAAP as compared to 10% of the reference group.
50% of Western Oklahoma State College students made expected progress on CAAP as compared to 75% of the reference group.
10% of Western Oklahoma State College students made greater than expected progress on CAAP as compared to 15% of the reference group.

<table>
<thead>
<tr>
<th>COMPASS Reading</th>
<th>CAAP Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>Reference Group</td>
<td>1,229</td>
</tr>
<tr>
<td>Western</td>
<td>20</td>
</tr>
<tr>
<td>Reference Group</td>
<td>1,229</td>
</tr>
<tr>
<td>Western</td>
<td>20</td>
</tr>
</tbody>
</table>

ACT to CAAP (N=39)
8% of Western Oklahoma State College students made lower than expected progress on CAAP as compared to 10% of the reference group.
87% of Western Oklahoma State College students made expected progress on CAAP as compared to 78% of the reference group.
5% of Western Oklahoma State College students made higher than expected progress on CAAP as compared to 12% of the reference group.

<table>
<thead>
<tr>
<th>ACT Reading</th>
<th>CAAP Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>Reference Group</td>
<td>24,056</td>
</tr>
<tr>
<td>Western</td>
<td>39</td>
</tr>
<tr>
<td>Reference Group</td>
<td>24,056</td>
</tr>
<tr>
<td>Western</td>
<td>39</td>
</tr>
</tbody>
</table>

**MATHEMATICS**

COMPASS to CAAP (N=19)
11% of Western Oklahoma State College students made less than expected progress on CAAP as compared to 6% of the reference group.
42% of Western Oklahoma State College students made expected progress on CAAP as compared to 77% of the reference group.
47% of Western Oklahoma State College students made greater than expected progress on CAAP as compared to 18% of the reference group.

<table>
<thead>
<tr>
<th>COMPASS Math</th>
<th>CAAP Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>Reference Group</td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td></td>
</tr>
<tr>
<td>Reference Group</td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td></td>
</tr>
</tbody>
</table>
4% of Western Oklahoma State College students made less than expected progress on CAAP as compared to 9% of the reference group.
71% of Western Oklahoma State College students made expected progress on CAAP as compared to 78% of the reference group.
25% of Western Oklahoma State College students made greater than expected progress on CAAP as compared to 13% of the reference group.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Group</td>
<td>23,632</td>
<td>19.1</td>
<td>3.9</td>
</tr>
<tr>
<td>Western</td>
<td>28</td>
<td>17.5</td>
<td>3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Group</td>
<td>23,632</td>
<td>56.8</td>
<td>3.5</td>
</tr>
<tr>
<td>Western</td>
<td>28</td>
<td>56.7</td>
<td>3.9</td>
</tr>
</tbody>
</table>
Analyses and Findings

III-1. What were the analyses and findings from the 2005-06 program outcomes assessment?

Western produces a very large, highly detailed assessment report on student academic achievement yearly. Program and course assessment is conducted by the divisions responsible for each of the programs, options, and emphases. Each division has created and implemented its own plan of assessment. This arrangement allows the instructors overseeing the various programs the kind of flexibility needed to better tailor their plan to suit the needs of the programs. The divisions do have some guidelines for their plans, specified by the Institutional Assessment Committee to create some commonality, but great leeway has been granted in the creation and implementation of their plans. Details may be found in this document but may be generally summarized here.

In the 2005-06 assessment, the majority of courses taught at Western were assessed, thereby guaranteeing that every program had assessment data to work with, as well as guaranteeing that every student was in some way assessed in their program coursework. By having most assessment measures embedded into existing evaluation instruments literally hundreds of responses are produced. Other measures were also used such as pre- and post-testing, portfolios, juried performances, etc. The sheer volume of data generated gives a statistically valid sample for analysis.

Overall, the competencies averaged a success rate in excess of 75%. Almost universally, the evidence shows that students may do well when it comes to competencies that deal with factual knowledge or comprehension, but on competencies that deal with higher order thinking (application, analysis, evaluation) the success rate falls off. This is not unexpected. Every division recognizes where the weaknesses lie and have instituted steps to help students understand these higher concepts. However, as an open-door community college, it is understood that most of our students are at a level where they still need to build their lower level learning skills.

Western goes beyond assessment of programs in its plan. Also included is a section dedicated to a general education core. This is not an assessment of the courses that make up general education, but rather, it is an assessment of the basic skills that Western would like for its students to improve upon. These include reading, writing, mathematics, life skills, technological skills and critical thinking skills. Standardized testing has shown that Western students are a bit lower, but comparable to a national norm. However, our students also start at a much lower point and so they progress further than the national norms would indicate. These skills are also being linked back to program assessment to insure that the programs are also addressing these skills.
Western has one last section to its plan, a section devoted to Developmental Education. An outcomes-based assessment is made of the developmental courses themselves to monitor effectiveness. More importantly, tracking studies are undertaken to follow developmental students’ progress through college-level courses as well as their rate of graduation. Studies to this point have indicated that developmental is enormously helpful as success rates in both college level classes (79%) and graduation are on par with students who do not require remediation. GPAs may be a bit lower, but that is to be expected with an increase the overall rate of success.

Assessment of our programs has revealed several things. First, by noting where improvements may be made or where great success has been achieved we know where better to spend our budget. This has resulted in the purchase of more technology to help meet these needs or further our success. Second, we are more aware of what kind of faculty development may be needed and again what needs to be funded. Finally, we can see where adjustments to the overall plan may be needed. This will result in an overhaul of the plan for next year as we try to tie together our course and program outcomes with the general education objectives the college has outlined. The pieces are in place, they just need to be brought together in a more cogent way.

Other Assessment Plans
III-2. What instructional changes occurred or are planned in the programs due to program outcomes assessment?

Western is undergoing a restructuring in academics this year. The divisions have been changed and regrouped under the direction of two deans who report directly to the VPAA. This has made the reporting process for assessment more of a challenge as it was originally drawn up to be overseen by the division directors. The Executive Assessment Committee is struggling to find a workable system to meet the new structure. In addition, a new VPAA joined Western this year and the committee is trying to figure out how best to incorporate the ideas of our new leader.

Each division reported their results separately and made changes they deemed beneficial to their particular programs. This produced a wide array of actions with some divisions making great changes and some making very few changes. The most common change was that many disciplines and programs reevaluated and restructured their competencies. There was also significant change in instructional methods and evaluation instruments. In addition, many programs altered or added to their assessment methods and tools, introducing experiential elements, portfolios, pre- and post-testing, and tracking studies. Some divisions also introduced service-learning projects as a way to enhance the students’ experiences.

Western introduced on-line degrees in 2005-06. This is another challenge for assessment. A separate study will be undertaken to evaluate web-based classes and their impact. It is too early for judgment at this point but it is obvious that this could be a critical move on the college’s part and will have to be followed closely. Assessment will play a vital role in this process.

Service learning is the newest thing that Western is exploring. Some pilot projects have been undertaken in the past in Psychology and Business courses, but a larger effort is being planned for the near future. Faculty development may be required to make sure that service learning is
clearly understood and to give us more ideas on how to proceed. Western knows that this is something that is gaining in importance and will be on board and hopefully in the forefront of service learning.
IV-1. How were the students selected?

Western Oklahoma State College assesses student satisfaction in a variety of ways. Four student satisfaction surveys are systematically administered annually (with the exception of the Alumni Survey). Other informal evaluations of student satisfaction are gleaned through noting facility usage, suggestion box comments, and verbal comments.

The following surveys, products of ACT, are administered:
- Entering Student Survey: administered during the fall semester to students who have less than 24 college hours. Surveys are administered in the classrooms by assessment personnel. Chosen classes have the most first time entering college students.
- Continuing Student Opinion Survey: administered to students early in the spring semester to students who have greater than 24 college hours. Surveys are administered in the classrooms by assessment personnel. Chosen classes have the highest number of continuing students.
- College Outcomes Survey: administered to students upon applying for graduation. Completing the survey is a requirement of the graduation process. Surveys are completed and returned to the Assessment Office at the student’s convenience.
- Alumni Survey: administered to college graduates every other year during the spring semester. Surveys are mailed with a stamped, self addressed return envelope. The next Alumni Survey will be conducted in 2007.

IV-2. What were the analyses and findings from the 2005-06 student satisfaction assessment?

- Entering Student Survey: administered to 131 students-53 males, 78 females
  - Main reason for attending college: to meet educational requirements for my chosen occupation (78.6%)
  - Main source of funding for college: education grants (Pell grants, SEDG, private grants, etc. (50.4%)
  - Decision to attend Western Oklahoma State College: location of college (61.1%)
  - Students need the most help in the following area (tie): developing better study skills and habits (64.1%); improving test taking skills (64.1%)
  - Major area of interest: Health Science (25.2%)
  - Students choosing Western Oklahoma State College as first choice: 61.8%

- Continuing Student Opinion Survey: administered to 145 students-76 males, 69 females
  - Purpose for entering Western: four year transfer (40.7%)
  - Occupational choice: Health Sciences (19.3%)
  - Major reason for selecting Western: convenient location (63.4%)
  - Definitely or probably choose Western again: (70.4%)
  - Overall quality of education: excellent/good (88.3%)
  - Greatest dissatisfaction: variety of courses offered (12.4%)
College Outcomes Survey: administered to 272 students-87 males, 172 females
Plan to enroll in another college: 54.4%
Western helped students attain goals (strongly agree/agree): 90.4%
Would choose Western again (strongly agree/agree): 71.7%
General satisfaction (high of 5): 4.3
Quality of program of study (high of 5): 4.21
Faculty respect for students High of 5): 4.27

IV-3. What changes occurred or are planned due to student satisfaction assessment?
To support student engagement, WOSC initiated and participated in Oklahoma Money Matters (OKMM). OKMM is an AmeriCorps financial literacy grant program. Through this program, three students who participated taught WOSC students, area high school students, and citizens about finance responsibility. Participating students earned a $1,000 scholarship through OKMM and an additional $500 WOSC scholarship. Also, both students and staff were engaged in supporting the Hurricane Katrina relief efforts. WOSC had a fundraiser that exceeded its $5,000 goal and one staff member housed a hurricane survivor. When they found permanent housing, college students and employees donated household goods to the family.

To support technical advancement, WOSC hired a Director of Instructional Support. This position provides support to faculty in curriculum development, media development, and web development. To support college recruitment, WOSC hired a full time Director of Recruitment. This has provided a much more comprehensive marketing plan throughout the year.

To support academic success, more Supplemental Instruction sections were facilitated in 2005-2006. We continued to offer free peer tutoring, as well as other support services to special populations through the WINDS program, a student support services TRIO grant. This grant was refunded this year. In addition to peer tutoring, we are investigating the implementation of an online tutoring service such as “SmartThinking”. With the increasing number of online courses and students who do not have access to our free tutoring service, this could become a tremendous service to Western’s students.

To support student participation, WOSC in now providing a campus-wide membership for golf green fees at Quartz Mountain Lodge.

To improve physical access to the campus, all parting lots were re-surfaced and included reserving additional handicapped parking spots closer to the entrances. The stall width was increased by 12 inches to make it easier to park. Also, 65 more parking stalls were added on the north side of the campus, due to student requests. Additionally this year a courtyard was developed for student and community use that provides adequate space for college and community activities, as well as a quiet space for student reflection. This area, the “Rotary Courtyard”, was developed to commemorate the 100th anniversary of Rotary Club International.

To support students financially, 10% more employees participated in the payroll deduction to support the WOSC Foundation. Also, a new funding program entitled President’s Partners of WOSC was developed to provide funds for classroom furnishings, scholarships and other
educational opportunities. In addition, the Russell Kerchoff Lectureship in Agriculture and the Citizens of Vision for Higher Education of Harmon County Endowment were established.

To improve academic programs, this year, WOSC received a Program of Excellence Grant from the Oklahoma State Regents for $1.7 million, which will allow WOSC to expand the number of nursing graduates in southwest Oklahoma. The target graduation rate is 115 in four years, a 50% increase in graduates. Also, the Saturday College was developed this year. This is a group of courses offered on a Saturday only format, which will culminate in an Associate in Arts degree in Liberal Arts. Additionally, a cooperative alliance with Great Plains Technology Center was developed this year. In technology, a letter of understanding with Treasure Lake Job Corps was developed to support the matriculation of students in applied technology.
Appendix L

Oklahoma State Regents’ Policy

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

ELECTRONIC MEDIA “best practices” Review Guidelines

The State Regents’ “Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs” calls for an organized, rigorous, and thorough “best practices” review prior to final authorization for degree programs offered via electronic media. The information below is provided to assist campuses in conducting the reviews and preparing the request for continuing approval.

Program Review Content

Qualitative Process Comparison. The review should include the systematic identification of the qualitative processes that contribute to high performing institutions in the particular mode of delivery and field experiences using external consultants as needed.

Quantitative Benchmarking. The review should also include the identification of quantitative benchmarks against which progress and success can be measured.

Suggested methods to demonstrate qualitative and quantitative achievement are provided below.

Review and report on relevant professional literature regarding distance learning issues and trends.

Describe fully the exemplary program(s) used as a “best practices” model:
information collected through reviews of institutional literature
personal interviews and other communications with campus/program personnel
results of site visit(s), if applicable

Examine and report on aspects of the model program such as faculty development, technical support, student assessment, orientation, and student services.

Provide a detailed analysis of the model procedures that can be applied on your campus.

Demonstrate institutional capability:
technological infrastructure and equipment
organizational structure in support of distance learning
current electronic media course offerings (quantity, subject areas)
opportunities for faculty training in distance learning technologies

Describe the measurable standards set for the program(s), demonstrating specific goals in areas such as student service, faculty responsiveness, student achievement, and program productivity.
Demonstrate student success in the program(s):
students’ background, knowledge, and technology skills
learning outcomes assessment, including GPA
demographics
student enrollment, retention, and graduation
student and faculty satisfaction
student placement

Program Review structure

Summary of findings. The summary should include the detailed information described above –
descriptions of the model program(s), review process, modeling procedures, identified
benchmarks, and student success. This segment of the review should also provide an analysis of
how the findings have shaped institutional planning and specific recommendations to improve
the program(s).

Implementation Plan. This plan should consist of a framework and schedule for implementing
the recommendations, achieving outlined objectives, and making the necessary improvements in
processes to achieve best practice in the program(s).

Additional Information

NCA Authorization. Because NCA requires an on-site visit for the first-time delivery of a
program offered primarily through distance delivery methods, review and approval by NCA may
be required prior to the program receiving continuing approval by the State Regents.

Resource Sharing. State Regents' staff may assist in the design of the "best practices" study and
help solicit other participants initiating similar programs.
ELECTRONICALLY DELIVERED AND TRADITIONAL OFF-CAMPUS COURSES AND PROGRAMS

3.17.1 Purpose
The purpose of this policy is to establish standards and procedures for offering electronic media and traditional off-campus courses and programs and for the operation of designated learning sites. The policy builds on the programmatic strengths and the existing capabilities of the State System institutions respectively. Institutions are responsible for ascertaining and aggressively meeting the educational needs in their respective communities as guided by their function statement. In serving those needs, institutions are encouraged to utilize the programmatic and course expertise of sister institutions. The electronic delivery of programs and courses should be used to enhance efficiency while increasing institutional sharing of resources, all for the purpose of enhancing access to postsecondary education opportunities to Oklahoma citizens. Above all, the policy is intended to promote systemwide cooperation and collaboration.

A. Goals
The use of electronic media and traditional off-campus instruction should be applied to the multiple goals of the Oklahoma college and university system:
1. to extend access to place- and time-bound students;
2. to improve the achievement and skill level of students, whether in traditional campus programs, distance learning, or in traditional off-campus settings, by actively engaging them in the learning process;
3. to improve the linkages between Oklahoma higher education and other sectors of education; and
4. to be a force for the dissemination of information and knowledge to business, government, and community organizations, and
5. to enhance efficiency while increasing institutional sharing of resources, all for the purpose of enhancing access to postsecondary educational opportunities to Oklahoma citizens.

B. Electronic and Traditional Off-Campus Courses and Programs
The policy applies to courses and programs delivered by Oklahoma State System institutions both within and outside of the state of Oklahoma. This policy incorporates language and standards from Middle States Association of Colleges and Schools Commission on Higher Education and the Higher Learning Commission of the North Central Association Commission of Colleges and Universities (HLC).

C. Learning Sites
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A 1998 study conducted by the National Center for Higher Education Management Systems (NCHEMS) found that 93 percent of Oklahoma’s population is within 30 miles of an
existing campus or site. However, it also found that 63 of
Oklahoma’s 77 counties have unmet higher education needs of
some kind. These educational needs are in low population areas
and are episodic in nature; thus the creation of centers, branch
campuses, or other traditional higher education infrastructure is
not warranted. These higher education needs will be met
through this policy.

3.17.2 Definitions

The following words and terms, when used in the Chapter, shall have the
following meaning, unless the context clearly indicates otherwise:
“Distance Education” is a planned learning that normally occurs
in a different place from teaching and as a result requires special
techniques of course design, special instructional techniques, special
methods of communication by electronic and other technology, as well
as special organizational and administrative arrangements. (Moore and
Kersley, Distance Education: A Systems View, Wadsworth Publishing
Company, CA, 1996.)

“Electronic Media” includes, but is not necessarily limited to,
video, audio and computer conferencing, CD-ROM, radio, telephone
instruction, Internet-based delivery, and combinations thereof. Courses
and programs offered at higher education centers, branch campuses, or
constituent agencies are not considered traditional off-campus or
electronic media offerings as defined in this policy. Branch campuses
and constituent agencies may offer courses or programs as indicated in
the State Regents’ Functions of Public Institutions Policy.

“Learning Site” is a site designated by the State Regents with the
function and responsibility of ensuring that higher education needs are
met either through programs offered by the designated institution or
importing courses from sister institutions. Designated learning sites
include the 25 public colleges and universities, the Ardmore Higher
Education Center, and the University Center in Ponca City.

“Program” is a sequentially organized series of courses and other
educational experiences designed to culminate in an academic degree or
certificate. For purposes of this policy, instructional program, academic
program, and course of study will be considered synonymous. Programs
offered through electronic media must also meet the requirements
outlined in section 3.17.9 of this policy.

“Traditional Off-Campus Courses and Programs” are those
taught for credit at a location which is remote from the main campus of
the State System college or university and is not considered part of the
college or university’s physical plant.

3.17.3 Applicability of Credit

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Credit awarded for the completion of courses offered through electronic
media and traditional off-campus instruction is fully applicable toward
the satisfaction of requirements for academic degrees and certificates consistent with State Regents' and institutional residence and degree requirements.

3.17.4 Academic Standards

No differences should exist in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. All State Regents' and institutional policies, standards, and guidelines for on-campus instruction apply to electronic and traditional off-campus instruction.

Electronic media and traditional off-campus courses and programs must meet the following academic standards.

A. The work shall be taught by a person qualified for appointment to the faculty of the college or university proposing to award the credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments. Faculty should be competent in the technology required for teaching at a distance.

B. The students shall have access to facilities and learning materials (textbooks, library, tapes, etc.) on essentially the same basis as students in the same course or courses taught at the main campus. This includes library privileges for students through interlibrary loan and/or electronic resource access, including online access to catalogs, databases, and other materials.

C. The course objectives, curriculum, and academic requirements shall be equivalent to those for the courses and programs as presented on campus. Methods for ensuring academic integrity should be established, such as methods for proctoring examinations or other student access.

D. The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the main campus. An exception is allowed for electronic instruction of course meeting time as defined in the State Regents’ Academic Calendars Policy.

E. The standards for student admission, assessment, and retention shall be the same as those standards observed for the same courses and programs on the main campus. Similarly, the applicable concurrent enrollment policies apply (see the State Regents’ Institutional Admission and Retention Policy.).

F. Students shall have access to program guidance and academic support services including admissions, enrollment, advisement, financial aid, and related services on the same basis as the students located on the main campus. Students in electronic Oklahoma State Regents for Higher Education
media courses/programs should also have access to appropriate technical support services.

G. Institutions hosting electronic media courses shall provide access to facilities that are well equipped and maintained. Additionally, students should have access to general electronic or computer resources necessary for successful completion of the class, including, but not limited to, word processing and other productivity tools, e-mail, and Internet services. This would not include class-specific, specialized software programs, which should be provided by the originating institution.

3.17.5 Institutional Assessment
Institutional policies governing faculty evaluation, including student evaluation of instruction, apply. Course and program assessment policies of the institution transcripting the course and the State Regents apply. Each college or university offering traditional off-campus and electronic media courses or programs will evaluate them as part of the college or university program review procedure required by the State Regents.

3.17.6 Copyright and Intellectual Property
All applicable copyright laws apply. All applicable institutional policies regulating intellectual property apply.

3.17.7 Courses and Programs Offered Out-of-State by Oklahoma Colleges and Universities
A. The research universities are authorized on a limited basis to carry out programs and projects on a national and international scale. Other colleges and universities seeking approval to offer out-of-state courses must ensure through documentation in a prescribed format that all applicable State Regents' policies are followed, with special attention given those pertaining to educational standards, fiscal provisions, and reporting. (See the State Regents’ Functions of Public Institutions Policy).

B. The primary responsibility of a State System college or university is to serve the citizens of the state of Oklahoma, therefore a college or university must document that offering courses out of state will in no way diminish the performance of that responsibility. That documentation--when audited and upon State Regents' approval certified--will be provided by the college or university to appropriate state agencies and accrediting associations in whose jurisdiction the courses are to be available and the college or university shall meet their requirements within those jurisdictions.

3.17.8 Courses and Programs Offered in Oklahoma by Out-of-State Colleges and Universities
Out-of-state colleges and universities planning to offer courses for credit in Oklahoma may do so after satisfying the conditions contained in the State Regents' Institutional Accreditation Policy.
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3.17.9 Electronic Media Program Approval Procedures

State Regents' approval is required to electronically extend existing campus-based academic programs defined as follows: (1) if courses are offered in such a manner or location that an individual student can take 50 percent or more of the courses for the major electronically; or (2) the program is advertised as available in electronic form. Criteria for provisional approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity as defined below. Criteria for continuing approval will be based on a best practices review or, where appropriate, a joint Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) evaluation as detailed below.

A. Provisional Approval

The program request must address the following information/criteria:

1. Approval Criteria:
   a. The location(s) and/or students the program is designed to serve.
   b. Evidence of student and/or employer need for program in this learning mode.
   c. Demonstration that the program does not unnecessarily duplicate existing programs in the state (see the State Regents’ Academic Program Approval Policy).
   d. Appropriateness of the proposed technology to meet the program's objectives and demonstration that the institution possesses the equipment and technical expertise to offer the program in this mode of delivery.
   e. Coursework will be taught by persons qualified for appointment to the faculty of the discipline in the institution instructing the course. All appointments must be approved by the academic unit instructing the course and approved through established procedures for academic appointments. Provisions must be made for faculty support services and faculty training specifically related to teaching via the planned technology.
   f. Assurances that appropriate learning resources including library resources, laboratories, facilities, and equipment are available to students.
   g. Reasonable and adequate student access to the
range of student services appropriate to support their learning including admissions, financial aid, academic advising, business office services, placement and counseling, and technical support.

h. Provisions for appropriate real-time or delayed interaction between faculty and students and among students.

i. Plans to ensure the integrity of the student work and the credibility of degrees and credits awarded.

j. Provisions to ensure that advertising, recruiting, and admissions materials clearly and accurately represent the program and the services available.

k. Cost and funding of the proposed program (see on the State Regents’ Academic Program Approval Policy).

2. Procedures

The submitting institution and the State Regents for provisional approval of an existing academic program to be offered electronically will follow the following procedures.

a. The institutional president must submit a letter of intent to the Chancellor to initiate the request. The Chancellor will then inform the other institutional presidents of this request and provide the opportunity for comment. This "letter of intent" will be active for a period of one year.

b. The institutional governing board must approve the program request prior to the institutional president formally submitting the request to the Chancellor for the State Regents' consideration.

c. The request must be submitted with sufficient lead time prior to the desired semester offering of the program to allow for State Regents’ staff review and analysis.

d. The Chancellor will submit a recommendation to the State Regents. Prior to the formal submission of the recommendation, the institution will be informed of the Chancellor's recommendation.

e. The State Regents will take one of three actions: i. disapprove the program with written
explanation to the institution of the reasons for this action;
ii. defer the program request until the Oklahoma State Regents for Higher Education institution meets specified criteria or provides additional information; or
iii. provisionally approve the program for a specified period of time pending a best practices evaluation detailed in the following section.

B. Continuing Approval
During the period of provisional program approval, the institution is required to conduct an organized, rigorous, and thorough best practices review. Continuing program approval will be based upon the conduct of this best practices review; the plans for implementing the recommendations as a result of the review; review and approval of the HLC, as appropriate; and other productivity or qualitative standards that may be set at the time of provisional approval. The best practices review will include the areas outlined below. To assist institutions in this process, A Best Practices Review Guidelines document is provided in the procedures manual.

1. This best practices review will include:
   a. The systematic identification of the qualitative processes that contribute to high performing institutions in the particular mode of delivery and field experiences using external consultants to assist as needed in this process.
   b. The identification of quantitative benchmarks against which progress and success can be measured.
   c. The systematic survey of potential "best practice" sites both in the state of Oklahoma and outside the state to discover which institutions have been successful.
   d. Site visits and/or personal interviews with key personnel at the best practices sites.
   e. A summary of findings.
   f. An implementation plan for making the necessary improvements in processes to achieve "best practice" in this institutional program.

2. Additional evaluation of the provisionally approved program will include the following student success information:
   a. Students’ background, knowledge, and
technology skills.
b. Assessment of student learning outcomes, student retention, and student and faculty satisfaction.

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HLC requires an on-site visit for the first-time delivery of a program offered primarily through distance delivery methods; to add an instructional site, an evaluator's panel or on-site visit is required. Review and approval by HLC are required prior to the program receiving continuing approval by the State Regents.

The role of the State Regents' staff is to assist in the design of the best practices study and to solicit other participants initiating similar programs. State Regents' staff may serve as observers during any required HLC review.

Both the HLC, where appropriate, and the best practices reviews must be completed with results and institutional plans for implementation submitted to the State Regents prior to the expiration of the provisional program approval. State Regents' approval is required for the program to continue beyond the provisionally approved time period.

Once an institution has successfully completed a best practice review and received provisional and continuing (final) approval of an electronic delivery program, existing programs may be considered for electronic delivery that do not require the two-step approval method described above. The process for requesting additional existing programs for electronic delivery is for the President to send the following information to the Chancellor: 1) the name of the program, 2) delivery method/s, 3) information related to population served and student demand, 4) cost and financing, and 5) provide any substantial updates to previous best practices reviews. The State Regents will consider the program request and take the appropriate action. If the program is approved, no additional action is required.

3.17.10 Off-Campus Geographic Service Areas
This section outlines principles and procedures that colleges and universities will use to coordinate traditional off-campus offerings. Coordination with nearby colleges or universities should take place prior to proceeding with traditional off-campus offerings, particularly as it relates to duplication. Attached maps A and B are provided to clarify colleges' and universities' geographic perimeters.

The primary criterion is that each state college or university will have first priority for offering programs and courses consistent with its mission within its approved service area. However, no college or university may deliver higher education services at any site whose location is closer to another college or university than the college or university desiring to offer the service ("home rule") without having an off-campus agreement on file with the State Regents.
A. Community Colleges
A map is on file at the State Regents’ office that defines the service areas in which the community colleges will have first priority for offering programs and courses consistent with their respective missions.

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B. Regional Universities
A map is on file at the State Regents’ office that defines the service areas in which regional universities will have first priority for offering programs and courses consistent with their respective missions.

C. Research Universities
The research universities will have first priority for offering courses and programs consistent with their respective missions. In addition, to the extent resources are available, research universities are authorized to offer programs and courses on a national and international scale.

D. Branch Campuses and Constituent Agencies
Courses and programs generally may not be extended off campus from branch sites or constituent agencies. The technical branches have a statewide responsibility for offering unique technical or specialized programs when expressed need is documented and when the institution's resources permit the meeting of that need.

E. Unique Programs
Colleges and universities with unique programs will also have statewide geographic responsibility for offering courses and programs when need is documented and resources are available.

F. Historical Presence
Existing authorization for programs that have a historical presence in a service area other than in the assigned service area of the college or university offering the program will be honored.

G. Ardmore Higher Education Program
Requests for traditional off-campus courses in the proximity of the Ardmore Higher Education Center will be coordinated with the center.

When geographical conflicts occur, college or university officials with sufficient authority will meet to resolve the geographical conflict prior to proceeding with the course offering. Any geographical conflict not resolved at this level will be submitted to the Chancellor who may refer the issue to the Presidents' Academic Affairs Committee, which is advisory to the Chancellor. The State Regents will ultimately be responsible for conflict resolution.

3.17.11 Program and Course Principles and Procedures
A. Courses and programs authorized for offering on campus at State
System colleges and universities will form the basis for traditional off-campus offerings at State System colleges and universities. Colleges and universities may offer approved on-campus courses within their geographic service area without separate approval by the State Regents.

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B. College and university requests for new traditional off-campus educational programs will be submitted in the same manner as on-campus program requests. Requests for new programs to be delivered electronically or by traditional off-campus delivery will be submitted in the same manner as on-campus programs (See the State Regents’ Academic Program Approval Policy).

C. A college or university may offer approved on-campus courses outside its geographic service area without separate approval by the State Regents providing that a college or university off-campus agreement exists with the college or university closer to the class site and is on file at the State Regents’ office. Courses outside a college's or university's geographic service area shall be for a specified time period.

3.17.12 Oklahoma Learning Site State Goals, Objectives, and Strategies

To achieve the potential and promise of learning sites, the following state goals with accompanying objectives are established. Also detailed are key strategies to achieve the state goals.

A. Statement of Goals

1. Improve the quality of life of Oklahoma citizens.
2. Improve Oklahoma’s rankings on national economic indicators – achieve a condition in which Oklahoma’s growth rate on national economic indicators is consistently above the national average.

B. Objectives

In furtherance of these state goals, The State System is committed to pursuing a public agenda for higher education encompassing the following objectives:

1. Provide access for citizens and employers in all geographic areas of the state to needed academic programs and associated support services.
2. Enhance the capacity of Oklahoma’s colleges and universities to meet the needs of the individual and the corporate citizens of the state. This capacity should have these characteristics:
   a. Accessibility: Oklahoma institutions will have the capacity to deliver educational content to all parts of the state at appropriate times and in appropriate formats.
   b. Programmatic relevance: Consistent with this
policy, Oklahoma institutions will have the capacity to provide needed programs or, if necessary, to acquire programs from out of state. The authority to acquire programs from out-of-state colleges and universities shall be based on demonstrated demand and a State Regents’ determination that ongoing programmatic capacity should not be created in the state.

c. Quality: As detailed in this policy, Oklahoma institutions will have the collective capacity to provide programs that are competitive in the marketplace with regard to both academic quality and the capacity to be delivered at off-campus locations.

d. Responsiveness: Oklahoma’s higher education institutions will respond and will be provided the incentives to respond to client needs in a timely fashion. This responsiveness applies to both academic programs and problem solving/technical assistance.

e. Cost-effectiveness: Oklahoma will enhance the quality of existing educational assets (physical and human) and utilize these assets to serve a broader array of clients. Decisions to invest in new educational assets will be made on a very selective basis.

C. Strategies to Increase the Educational Attainment Levels of the State’s Adult Population

1. A sub-goal is to reduce the within state variation in educational attainment (i.e., reducing the proportion of the population in the lowest categories of educational attainment).

2. Promote the development of an economy that fully utilizes the talents of a more highly educated citizenry.

3. A sub-goal is to reduce the disparities among the state’s regions and between urban and rural areas in economic strength (e.g., capacity to attract and retain business, industry, and other employers who provide employment for an educated workforce).

3.17.13 Designation and Operation of Learning Sites

The 25 public colleges and universities, the Ardmore Higher Education Center, and a learning site in Ponca City are officially designated as learning sites. To most effectively meet the educational needs of the state, the institutional branch campuses must play active roles. At this
time, the branch campuses are not officially designated as learning sites. Nonetheless, the home institutions should exercise the philosophy inherent in the learning site initiatives at their branch campuses and work aggressively to meet community educational needs. These designated learning sites provide geographic access to nearly all Oklahoma residents. Therefore, rather than proactively seeking the development of new sites in additional communities, the State Regents will focus attention on ensuring the capacity of these initial sites to function effectively as learning sites. The State Regents recognize that communities in addition to those where initial site designations are made may want a learning site as one component of a broader community development strategy. The State Regents will decide the designation of such locations as learning sites on a case-by-case basis. Among the factors that will be considered in making a decision regarding such a designation:

A. The proximity of the proposed site to one previously designated and the extent and nature of adverse impacts on the existing learning sites.
B. The availability of appropriate physical facilities. These facilities can be located either in existing structures – libraries, schools, community centers, or corporate offices – or in structures constructed expressly for this purpose. In the latter case, funding for construction must come from sources other than the state.
C. The availability of necessary technology (bandwidth, computing capacity, interactive video, etc.).
D. Provision for ensuring the availability of the staffing necessary to offer required administrative and student support services at the learning site.

3.17.14 Responsibility
Consistent with the State Regents’ functional assignments, each institution is assigned a geographic area within which it, as a learning site, is charged with ensuring that priority educational needs in their assigned areas are met. In the case of learning sites that are not based at an existing institution, the State Regents will designate an institution as responsible, or the State Regents will assume the responsibility for identifying the educational needs and providers with the advice of clients and local community stakeholders.

3.17.15 Coordination of Multiple Learning Sites in the Same Area
There are instances in which multiple learning sites serve residents of the same geographic area. Initially, the State Regents will recognize each such learning site as equal within the context of this policy. These learning sites are encouraged to develop a mechanism for working
cooperatively to identify and arrange for provision of educational services to residents of their responsibility area. After monitoring the level of service delivery relative to community need, the practice detailed above may be altered and one or more learning sites may be selected to assume a leadership position in assessing local needs and devising a response to those needs.

Oklahoma State Regents for Higher Education

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3.17.16 Program Approval and Review
This policy and the State Regents’ Academic Program Approval Policy and Academic Program Review Policy guide new program approval and review. Consistent with the State Regents’ Academic Planning and Resource Allocation (APRA) initiative, priority for investments in programmatic capacity will be given to selective improvement of existing programs rather than to the creation of new academic programs. The state’s existing educational institutions’ programmatic capacity is to be utilized to extend the reach to students not currently served by these programs. Institutional identification of programs for selective improvements is to be incorporated into the institutions’ academic program review process. New programs will be approved when, in addition to meeting the requirements in the related State Regents’ policies cited above:
A. No acceptable providers either within or outside the state of a needed program can be identified.
B. The State Regents determine that the new program is in the long term interests of the institution and the state.
C. Opportunities for improved quality, delivery, and cost savings can be achieved through collaboration of several institutions in the development of programs, courses, or modules for off-campus delivery.

3.17.17 Planning
A. Select programmatic areas in which the institution has or intends to develop the capacity to deliver high-quality learning opportunities at sites distant from the campus.
B. Identify areas where the institution should consider collaborating with other institutions to develop joint programs, courses, or modules for both distance and on-campus delivery.
C. Identify areas, in conjunction with the institution’s learning site designation, where the institution should import programs, courses, or modules from other institutions to serve both learning site and on-campus students.
D. Identify programs or courses for redesign (perhaps in collaboration with other institutions) to be better suited to distance delivery and/or to enhance the effectiveness, efficiency, and flexibility of on-campus delivery.

3.17.18 Fiscal Provisions for Electronic and Traditional Off-campus
Instruction
It is the intent of the State Regents that, to the extent possible through the authorized fee structure, direct instructional costs be recovered for electronic media and traditional off-campus offerings. Direct instructional costs include, but are not limited to, faculty salaries, fringe benefits, materials and supplies, printing, and travel. All new facilities for traditional off-campus offerings shall be provided at no expense to the state.

Contract Credit Course Fee. As set forth in 70 O.S.§3219.3 (2001), the section authorizes the State Regents “….to establish special fees for delivery of courses and programs to governmental entities, including but not limited to the military, profit and nonprofit associations, corporations and other private entities in an amount sufficient to cover the cost of delivery of such courses and programs.”

This fee allows universities and colleges to negotiate a separate special fee, up to full cost, for delivery of credit courses with business, industry and governmental entities. If the institution negotiates a special fee, the assessment and collection of additional fees from students (resident tuition, nonresident tuition, other special fees, student activity, health facilities fees, etc.) shall be waived.

3.17.19 Host Institutions
The objective of new fiscal provisions and incentives for the host institutions/learning sites is founded on the need to develop and maintain essential infrastructure and support services and to incentivize the importing of courses and programs to meet priority needs in the region.

A. Capacity Building/Sustaining Grants (Receive Site Funding)
Each learning site recognized by the State Regents will receive an annual grant to be used in the creation and maintenance of the basic infrastructure necessary for successful functioning of a site. In the initial years, it is anticipated that the funds will be utilized primarily to equip interactive video classrooms, computer labs, etc. In subsequent years, it is anticipated that these funds will be utilized to replace equipment on a regular cycle and provide some funding for necessary support staff. Since capacity building/sustaining grants are largely institutional grants, institutions with more than one site (a branch campus, center, etc. in addition to the main campus) are encouraged to target their funding on those sites where there is the least potential overlap with other institutions.

B. Service Level Rewards
In addition to capacity building grants, as funds become available learning sites will be funded for the amount of service provided to clients in the responsibility areas which they serve. As additional funds become available, funding officially
designated higher education sites at appropriate levels is the recommended first priority and incentive funding is the recommended second priority. The greater the service provided, the greater the funding that flows to the learning site. This funding mechanism component is based on only service delivered by an institution other than the host institutions, including services produced by another institution that replace those that would normally be taught by an institution’s own Oklahoma State Regents for Higher Education faculty. (A methodology to determine service level rewards will be developed.)

C. Priority Investment Fund
To the extent funding is available, the State Regents will develop a priority investment fund tied to economic and workforce development objectives set in cooperation with the Oklahoma Department of Commerce. The objective of the priority investment funds is to make it cost feasible for institutions to provide new, high-priority offerings for low numbers of potential learners in sparsely populated regions. The intent of the fund will be to ensure that priority programs and services are available and that the target audience can gain access to the services through learning sites.

3.17.20 Provider Institutions
Electronic Curriculum Development Fund. Because provider institutions need support to develop and deliver high-quality electronic courses, modules, or programs, the State Regents will expand on the cooperative curriculum development project by creating and maintaining a curriculum development fund, as funds become available. The intent of this fund will be to support initiatives from institutions, consortia of institutions, or inter-institutional teams to develop new curricula, modules, or new educational methods. Many of the needs in Oklahoma are likely to be in locations and fields where new approaches to available, grants under this fund will be made annually on a competitive basis. The purpose of the grants will be to develop courses that can be: a) effectively delivered to off-campus locations and b) simultaneously utilized on campus to deliver instruction in a more effective and efficient way.

3.17.21 Reporting
A. All electronic media and traditional off-campus course data will be an integral part of each institution’s unitized data system.
B. To the fullest extent possible, reports of authorized electronic media and traditional off-campus courses will be completed using the Unitized Data System (UDS). Until such time as UDS can accommodate these reports, institutions will submit the needed information.
C. Copies of signed and executed college or university traditional off-campus agreements will be provided to the State Regents’ office prior to the offering of the course(s).

D. Learning Site. Institutions will annually report on learning site operations in the Academic Plan submitted to the State Regents in July each year. Periodically, a report on the status of learning sites will be published by the State Regents.

3.17.22 Policy Review

This policy will be reviewed on a regular basis. Benchmarks for evaluating the policy’s effectiveness should be based on the academic Oklahoma State Regents for Higher Education

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Appendix M

Instructional Support Training Logs
WOSC Training Report for September 20, 2005 – October 05, 2005

<table>
<thead>
<tr>
<th>WOSC Training Record</th>
<th>This Month</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Training Sessions Conducted:</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Number of Attendees:</td>
<td>53</td>
<td>86</td>
</tr>
</tbody>
</table>

### Session Topics for Reporting Period:
- CMS Shootout, Security Awareness
- WOSC Portal
- Using Surveys, MS Excel Tips and Tricks
- Intro. to Moodle and Open Source Terminology
- Moodle I (Introduction to Moodle – Course Settings)
- Moodle II (Administration Block – Course Block Resources)

### Topics to Date:
- Tablet Overview Training
- Bluetooth Training
- Tablet PC Journal
- Power Toys & Tools for Tablet PC
- CMS Shootout, Security Awareness
- WOSC Portal, Using Surveys
- MS Excel Tips and Tricks
- Intro. to Moodle and Open Source Terminology
- Moodle I (Introduction to Moodle – Course Settings)
- Moodle II (Administration Block – Course Block Resources)

<table>
<thead>
<tr>
<th>New Faculty Training Requests:</th>
<th>3</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Web Surveys for Field Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Web Surveys for Faculty Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Moodle for NCATE Collaboration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Training Requests not yet scheduled:</th>
<th>7</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebCT Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondus &amp; Classmate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Portfolios</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Production</td>
<td></td>
<td></td>
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<tr>
<td>Video for Student Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Integration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Staff Training Requests:</th>
<th>2</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using MS Access Database,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with Difficult People</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Challenges on the near horizon:
- WOSC lacks 3 courses in being able to offer an entirely Web-Based AA Comp I is nearly complete
- History & Government course development needs to be expedited
<table>
<thead>
<tr>
<th>Start time</th>
<th>End time</th>
<th>Training Event Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/02/2006</td>
<td>2:00PM</td>
<td>Help Desk Training for IT Staff</td>
</tr>
<tr>
<td>10/13/2006</td>
<td>3:00PM</td>
<td>SmartBoard 9.5 Integration</td>
</tr>
<tr>
<td>10/13/2006</td>
<td>1:00PM</td>
<td>Advanced PowerPoint</td>
</tr>
<tr>
<td>10/04/2006</td>
<td></td>
<td>12:00pm - 12:45 PowerPoint Revisited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Location: SSC210 Instructional Support Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sure you are tired of hearing about PowerPoint... But, have you ever really explored it's true potential and custom features? Today, we will take a &quot;serious look&quot; under the hood of PowerPoint and how it can help you as an instructor.</td>
</tr>
<tr>
<td>09/21/2006</td>
<td></td>
<td>12:00pm – 12:45 Brown Bag Special – MOODLE Tricks and Tips</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Since the start of this semester, we have been logging Frequently Asked Questions about Moodle. Today, we would like to share these with you and offer some helpful solutions.</td>
</tr>
<tr>
<td>09/20/2006</td>
<td></td>
<td>3:30pm – 4:30pm FrontPage 101 Building Your First Supplemental Course Website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There have been a number of requests to repeat FrontPage 101. Today we will build a functional supplemental website for your course or courses. Please RSVP if you plan to attend this session. We need to setup a web folder for you prior to class time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:00pm - 12:45 PC Update Party</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This session is for those of us who forget to keep our computers updated. Consider it a Pit Stop for your Laptop !!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We will check for software updates, browser updates, virus updates, and install the new Windows Media Player 11.0.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And today we are offering a Free Laptop Defragging, valued at $99.95 !!!! Ok.. I might have inflated the actual value a little bit.</td>
</tr>
</tbody>
</table>
3:30pm – 4:30pm PowerPoint Revisited
Sure you are tired of hearing about PowerPoint... But, have you ever really explored it's true potential and custom features?
Today, we will take a serious look under the hood of PowerPoint and how it can help you as an instructor.

09/13/2006 12:00 PM
Portal Login Training for Winds Students

08/31/2006 12:00pm – 12:45pm Brown Bag Special – SMARTBoards
This is a hands-on lab for learning the new Version 9.5 Software. It looks and acts a bit differently and it has some cool new features. If you are a current SMART Board user, or thinking about using a SMART Board, you will not want to miss this session.

3:30pm – 4:30pm Building a Supplemental Website to Support Your Course
Whether you are teaching an online course or teaching from one of our physical classrooms, you and your students can benefit a great deal from a website.
This session will provide an overview of how you can use MS FrontPage to improve the effectiveness of your instruction.

08/30/06 12:00pm - 12:45 Podcasting Party Time !!! Excellent !!!
The delivery of audio and video over the web used to be a cumbersome and far-fetched proposition. Well amigo’s everything has changed. More people have portable MP3 devices than wrist-watches. In this session you will be introduced to the equipment and what it takes to get started with podcasting. And man… will you be surprised how easy it is.

3:30pm – 4:30pm MOODLE COURSE CONSTRUCTION LAB (Beginner Level)
This session builds on last weeks session. Today we will begin the actual laying the foundation for your online course. To participate in today's session you must RSVP by Tuesday with Scott so that he can work with Steve to build you an empty Moodle Shell.
What you will need:
1) Your course syllabus (digital format is preferred)
2) Comprehensive outline of at least your first two weeks of instruction
3) Supplemental Materials Such as: Word Files,
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/24/2006</td>
<td>PowerPoint Files, PDF, Image Files, Media files etc.</td>
</tr>
<tr>
<td></td>
<td>Thursday August 24, 2006</td>
</tr>
<tr>
<td></td>
<td>12:00pm – 12:45pm Brown Bag Special –</td>
</tr>
<tr>
<td></td>
<td>SMARTBoards smartINSTRUCTORS</td>
</tr>
<tr>
<td></td>
<td>You have seen them around. You hate chalk-dust and Dry-Erase Vapor.</td>
</tr>
<tr>
<td></td>
<td>You might want to cruise by and see how these things can streamline</td>
</tr>
<tr>
<td></td>
<td>your teaching and put smiley-happy faces on your students.</td>
</tr>
<tr>
<td></td>
<td>3:30pm – 4:30pm Podcasting Party Time !!! Excellent !!!</td>
</tr>
<tr>
<td></td>
<td>The delivery of audio and video over the web used to be</td>
</tr>
<tr>
<td></td>
<td>a cumbersome and far-fetched proposition. Well amigo’s everything has</td>
</tr>
<tr>
<td></td>
<td>changed. More people have portable MP3 devices than wrist-watches.</td>
</tr>
<tr>
<td></td>
<td>In this session you will be introduced to the equipment and what it</td>
</tr>
<tr>
<td></td>
<td>takes to get started with podcasting. And man… will you be surprised</td>
</tr>
<tr>
<td></td>
<td>how easy it is.</td>
</tr>
<tr>
<td>08/23/2006</td>
<td>Wednesday August 23, 2006</td>
</tr>
<tr>
<td></td>
<td>12:00pm – 12:45pm Brown Bag Special – Moodle Forum – Training Forum</td>
</tr>
<tr>
<td></td>
<td>We are well into our second year of the Moodle Deployment. During</td>
</tr>
<tr>
<td></td>
<td>this session we will be discussing things that are working well, or</td>
</tr>
<tr>
<td></td>
<td>perhaps not working so well. We will be asking you about things you</td>
</tr>
<tr>
<td></td>
<td>would like to be able to do with Moodle. Perhaps there is a feature</td>
</tr>
<tr>
<td></td>
<td>or module (like attendance, or grading) that you need added to your</td>
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<tr>
<td></td>
<td>course? We will be asking you to share your Moodle Experiences with</td>
</tr>
<tr>
<td></td>
<td>others. Why? Because, we would like to build other Moodle Training</td>
</tr>
<tr>
<td></td>
<td>Sessions around your needs. AND Because you are our customers and we</td>
</tr>
<tr>
<td></td>
<td>want to keep you happy.</td>
</tr>
<tr>
<td></td>
<td>We will also be asking you about other Training Sessions that you need</td>
</tr>
<tr>
<td></td>
<td>3:30pm – 4:30pm MOODLE CMS -- Fear Not the CMS</td>
</tr>
<tr>
<td></td>
<td>Ok Folks, we have conducted a number MOODLE 101 Sessions and it’s</td>
</tr>
<tr>
<td></td>
<td>time for another.. sort of This Moodle 101 Session is custom-designed</td>
</tr>
<tr>
<td></td>
<td>for new instructors or those who are still struggling with the concept</td>
</tr>
<tr>
<td></td>
<td>of a CMS (course management system) and how it can help you BOTH with</td>
</tr>
<tr>
<td></td>
<td>On-line Content for</td>
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</tbody>
</table>
web based courses AND how it can help you with providing additional resources for your on-campus course.

We will do our best to provide a comprehensive overview of Moodle and how it can transform your instructional pedagogy.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/18/2006</td>
<td>3:30 PM</td>
<td>IT Department Meeting</td>
</tr>
<tr>
<td>08/14/2006</td>
<td>08/14/2006</td>
<td>Nursing ROPES Team Building for ITV Students &amp; Instructors</td>
</tr>
<tr>
<td>08/02/2006</td>
<td>08/03/2006</td>
<td>Fundamentals Training Smart Board 9.5 Integration Training</td>
</tr>
<tr>
<td>07/25/2006</td>
<td>12:00 PM</td>
<td>Moodle Overview for Nurses</td>
</tr>
<tr>
<td>07/24/2006</td>
<td>6:30 PM</td>
<td>ITV Training Darlene Johnson (adjunct)</td>
</tr>
<tr>
<td>07/18/2006</td>
<td>07/21/2006</td>
<td>THE MOOT SmartBoard Fundamentals Training</td>
</tr>
<tr>
<td>06/12/2006</td>
<td>4:00 PM</td>
<td>SMART Board Training</td>
</tr>
<tr>
<td>05/31/2006</td>
<td>7:00 PM</td>
<td>Podcast Integration for ITV (null)</td>
</tr>
<tr>
<td>05/30/2006</td>
<td>9:30 AM</td>
<td>Digital Curriculum Training Nursing Staff</td>
</tr>
<tr>
<td>05/19/2006</td>
<td>3:00 PM</td>
<td>SmartBoard Training</td>
</tr>
<tr>
<td>05/18/2006</td>
<td>5:00 PM</td>
<td>Nursing Staff Training for Online Delivery</td>
</tr>
<tr>
<td>05/02/2006</td>
<td>12:00 PM</td>
<td>ITV Delivery Training</td>
</tr>
<tr>
<td>04/19/2006</td>
<td>8:30 PM</td>
<td>RUS SmartBoard Training</td>
</tr>
<tr>
<td>04/26/2006</td>
<td>3:00pm – 4:15pm</td>
<td>What: Microsoft FrontPage Tricks --- Creating Web Forms 101 --- How difficult is it? Why should I use it? Will my students respond to it? And what can I do with the data? Where: SSC210 Instructional Support Lab</td>
</tr>
<tr>
<td>04/11/2006</td>
<td>3:30 PM</td>
<td>SMART Trainers Update</td>
</tr>
<tr>
<td>04/10/2006</td>
<td>2:30 PM</td>
<td>Nursing --Technology Integration</td>
</tr>
<tr>
<td>03/02/2006</td>
<td>10:30 AM</td>
<td>Smart Board Integration Training</td>
</tr>
</tbody>
</table>
AM
01/06/2006 3:05 PM 5:00 PM  Respondus & Classmate: Basics of how to use it
01/05/2006 7:30 PM 10:00 PM  Respondus & Classmate: Basics of how to use it
01/05/2006 6:00 PM 7:30 PM  For IT support staff only Step by Step by Step project building: Respondus & Classmate
01/05/2006 3:00 PM 4:30 PM  Developing Your Own Multimedia Content
01/05/2006 1:00 PM 2:50 PM  Moodle Square One
01/05/2006 9:00 AM 12:00 PM  Introduction to your PC Tablet
01/05/2006 8:00 AM 9:00 AM  Group Calendar Training for IT staff
01/04/2006 2:30 PM 4:30 PM  Using Moodle for NCA Collaboration
12/20/2005 4:00 PM 6:00 PM  New Employee Orientation
Sept. – Oct. 2005
CMS Shootout (Sept. 15)
Creating WebBased Surveys (Sept. 20)
Security Awareness (Sept. 22)
WOSC Portal (Sept. 27)
Intro. to Videography (Sept. 29)
Tablet Overview Training
Bluetooth Training
Tablet PC Journal (Sept. 08)
Backing-Up Your WebCT Course (Sept. 6)
Power Toys & Tools for Tablet PC (Sept. 12)
CMS Shootout, Security Awareness
WOSC Portal, Using Surveys
MS Excel Tips and Tricks
Intro. to Moodle and Open Source Terminology
Moodle I (Introduction to Moodle – Course Settings)
Moodle II (Administration Block – Course Block Resources

"Western Oklahoma State College is committed to providing exemplary educational opportunities to meet the needs of the individual and the community in an increasingly global society."
Appendix N

OSRHE Approval Letter for Online Delivery
July 6, 2007

President Randy Cumby
Western Oklahoma State College
2801 North Main
Altus, Oklahoma 73521

Dear President Cumby:

Re: Continuing Authorization for Electronic Delivery

At the June 28, 2007 meeting, the State Regents accepted Western Oklahoma State College’s best practices review and granted continuing authorization to offer the Associate in Applied Science in Office Systems Technology (049) via electronic media. The offering of additional electronically delivered programs will require approval through the abbreviated process consistent with State Regents’ Electronically Delivered and Traditional Off-Campus Courses and Programs policy.

If you have questions concerning these actions, please contact this office.

Sincerely,

[Signature]
Chancellor

GDI/mo

655 Research Parkway, Suite 200 - Oklahoma City, Oklahoma 73104-2603
P.O. Box 108850 - Oklahoma City, Oklahoma 73110-8850
www.okhighered.org · Phone: 405.225.9100 · Fax: 405.225.9230