Self-Study Report for the Higher Learning Commission of the North Central Association of Colleges and Schools

2010

Building Futures...One at a Time

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Sharon Owens, Vice President for Fiscal Services
Ronald Ramming, EdD, Vice President for Enrollment & Student Services
Margaret Rigney, Library Director, Self Study Coordinator
Patrick Clancy, Business & Computer Science Chair, Criterion One Chair
JoLynn Digranes, PhD, Criterion Two Chair
Lynett Rock, Math, Science & Physical Education Chair, Criterion Three Chair
Debara Corrado, Assessment of Student Learning Director, Criterion Four Chair
Rhoda Strode, Muskogee Campuses Director, Criterion Five Chair
Jolene Armstrong, Librarian, Resource Room Chair
Mary Smith, Administrative Assistant, Fiscal Affairs, Hospitality Chair
Bridget Beaver, Communications & Fine Arts Chair, Editing Chair
Ramona Piearcy, EdD, Director of Institutional Research/SCT Operations

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Introduction

Brief History of Connors State College

Connors State College is one of thirteen state-controlled two-year colleges in Oklahoma. Connors has grown from a secondary school of agriculture with an enrollment of fifteen students and four faculty members in 1909 in the rural farming community of Warner to a community college with campuses in Warner and Muskogee and 2,316 students and 55 full-time and 38 adjunct faculty in the fall of 2009. (Institutional Snapshot, Fall 2009 and Office of Academic Vice-President).

Connors State School of Agriculture came into existence with the establishment of Oklahoma Statehood in 1907. Section 7, Article 13 of the Oklahoma Constitution authorized the first Legislature to provide for the establishment and maintenance of secondary agriculture schools in each Supreme Court Judicial District. Six schools were created. Of the six original secondary schools of agriculture, two were closed in 1917, two evolved into four year colleges and two became community/junior colleges. (Revised Laws of Oklahoma, 1910, Chap. 74, p. 7679.)

Connors was established to serve Judicial District One; however, enrollment could come from any part of the state. The State Board of Agriculture was Connors’ first governing board. The school was named for John P. Connors, the first chairman of the State Board of Agriculture, who, with considerable pressure from Muskogee County’s first State Senator, Russell Campbell, and a handful of influential local citizens, located the school in Warner.

In February 1909, Connors opened its doors in the Warner Public School Building with fifteen students in grades six to eleven, a president, and four faculty members. Later that year classes moved to the Overstreet Building in downtown Warner. In 1911, with the construction of the Administration Building (now the Classroom Building), the school moved to its present location, west of Warner.

Connors became a state-accredited two-year college in 1927 when the Oklahoma Legislature amended the Act that had established the secondary agricultural schools. Connors State School of Agriculture became Connors State Agricultural College. Still governed by the State Board of Agriculture, Connors could then...
offer not only secondary subjects but also two years of postsecondary work. *(Oklahoma Statutes; 70 Section 1971 p. 1057.)*

In 1941, Oklahomans authorized an amendment to the Oklahoma Constitution that legally established the Oklahoma State System of Higher Education as the coordinating board for all colleges and universities in Oklahoma. With the passage of this amendment, Connors was no longer under governance by the State Board of Agriculture but came under the umbrella of the State System of Higher Education. *(Oklahoma Statutes, 1941, 70 Section 1971 p. 2057.)*

In 1944, Oklahomans voted to establish a Board of Regents for all of the State’s Agricultural and Mechanical colleges. The State Legislature authorized the establishment of an A&M Board and designated its powers and responsibilities. Connors was included in this group. *(Session Laws of Oklahoma, 1945, p. 361, #2.)*

In 1967, with the amendment of Section 405 of Article IV of Chapter 396 in the State Constitution, the 31st Legislature changed the name of Connors State Agricultural College to Connors State College of Agriculture and Applied Science.

In 1977, Connors began to offer off-campus extension courses in Muskogee. Courses were held in rented facilities at various public schools. In 1985, the College leased the Graham-Sykes Building in downtown Muskogee and classes moved to that location. In 1987, Connors purchased the building. Through a legislative act the Muskogee branch campus became a reality in 1988 offering resident credit college courses and programs. *(Oklahoma Statutes, Chap.121, Sec. 1, Title 70, Section 3405.1, p. 2786.)*

By 1992, Connors had outgrown the Graham-Sykes Building and the eight-story C.N. Haskell Building was deeded to Connors to serve as the hub of Connors’ operation in downtown Muskogee. In 1996, the Graham-Sykes Building was sold to Muskogee County for office space.

In 1996, the lack of science and laboratory classrooms at the Downtown Campus spurred the purchase of forty-two acres of land next to Indian Capital Vo-Tech, now called Indian Capital Technology Center, on the Muskogee Turnpike and the construction of the Port Campus complex. The 28,500 square foot facility on the northeast side of Muskogee houses several offices, science laboratories, distance education and other classrooms.
In July 2002, by an Act of the 48th Oklahoma Legislature, Connors State College of Agriculture and Applied Science was formally renamed Connors State College. *(Oklahoma Statutes, Chap. 194; Section 3405, p. 664).*

From an original 160 acres purchased by area citizens at $40 per acre for the purpose of creating a secondary school of agriculture in newly-formed Oklahoma, one classroom building and president’s home, the holdings of Connors State College have increased to include the following:

**Warner Campus**
A thirty-five acre campus with fourteen major buildings, seven farm buildings, thirteen faculty and staff residences; single and married student housing facilities with clubhouse and pool, indoor and outdoor arenas, a lake and water plant, collegiate swimming pool, greenhouses, 1,720 acres for agricultural purposes including the 1,316 South Ranch facility, lighted baseball and softball fields.

**Downtown Muskogee Campus**
An eight-story downtown campus building that includes admissions, registrar’s, financial aid and business office functions, bookstore, library, computer labs, administrative offices, conference center, faculty and student lounges, faculty offices and classrooms.

**Three Rivers Port Campus**
The one-story Port Campus facility in the northeast quadrant of Muskogee includes distance education classrooms, FOCUS offices and classrooms - part of a collaborative program with Indian Capital Technology Center to prepare TANF recipients for work - science labs, classrooms, faculty and student lounges.

**Accreditation History**
Connors State College first received state accreditation as a two-year college in Oklahoma by an Act of the State Legislature in 1927 when Connors State School of Agriculture became Connors State Agricultural College.

Connors prepared, with Oklahoma State University Board of Regents approval, Self-Study reports for the purpose of seeking regional accreditation status in 1954, 1956 and 1961. In 1963, Connors achieved accreditation by the North Central Association of Colleges and Secondary Schools as an associate degree granting institution.

Connors underwent its first re-accreditation Self-Study during the 1972-73 academic year. North Central granted the institution continued accreditation for five years. In 1978-79, Connors was re-accredited for ten years with a focused evaluation on the technical/occupational programs scheduled for the 1984-85.
The fourth re-accreditation Self-Study was conducted in 1988-89. Connors received continued accreditation for ten years with a focused evaluation on two areas of concern in 1994. One area of focus was on faculty diversity and professional development along with faculty participation in academic planning and curriculum review. The second area of concern was on assessment of student academic achievement.

Connors’ fifth re-accreditation Self-Study was conducted in 1999. Connors again received accreditation for ten years. The team recommended the authority to offer degree programs at the Eddie Warrior and Jess Dunn Correctional facilities. The team also recommended two reports on assessment to be submitted in 2002 and 2006 and one report on planning to be submitted in 2002.

CSC also maintains accreditation with the National League of Nursing, the Oklahoma State Accrediting Agency, Oklahoma State Board of Nursing Registration and Education, and the Oklahoma State Regents for Higher Education. In 2009 Connors’ Child Development program underwent an accreditation review by the National Association for the Education of Young Children. Accreditation was recommended and will be formalized in April 2011. (See Resource Room for copies of all of the aforementioned documents).

**Primary Service Area Overview**

Connors State College is a public two-year community college, founded in 1908, offering transfer and occupational certificate and degree programs at locations in Warner and Muskogee, Oklahoma.

Warner, the original campus location on Interstate 40, is a rural community of 1,430. The Warner campus location includes a 35 acre campus, farm holdings of approximately 1,720 acres including a ranch/research station approximately 10 miles south of Warner.

Muskogee’s population is 38,310 and ranks as the eleventh major city in Oklahoma. Muskogee is nineteen miles north of Warner and is home to the branch campus with two sites located in Downtown and northeast Muskogee.

Connors’ seven county primary service area is a predominantly rural population with low income, low educational attainment levels, and large numbers of minority groups. According to the 2009-10 edition of the *Oklahoma Almanac*, four of the seven counties in Connors’ primary service area rank in the bottom half of the State’s 77 counties in per capita income.
### Figure 1: CSC’s Primary Service Area Per Capita Income, 2006

<table>
<thead>
<tr>
<th>County</th>
<th>Per Capital Income. 2006</th>
<th>Per Capita Income Ranking of OK’s 77 Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adair</td>
<td>$20,657</td>
<td>74</td>
</tr>
<tr>
<td>Cherokee</td>
<td>$22,400</td>
<td>63</td>
</tr>
<tr>
<td>Haskell</td>
<td>$24,639</td>
<td>47</td>
</tr>
<tr>
<td>McIntosh</td>
<td>$23,302</td>
<td>59</td>
</tr>
<tr>
<td>Muskogee</td>
<td>$25,201</td>
<td>42</td>
</tr>
<tr>
<td>Sequoyah</td>
<td>$23,578</td>
<td>56</td>
</tr>
<tr>
<td>Wagoner</td>
<td>$26,952</td>
<td>28</td>
</tr>
<tr>
<td>State</td>
<td>$32,210</td>
<td>n/a</td>
</tr>
<tr>
<td>U.S.</td>
<td>$36,276</td>
<td>n/a</td>
</tr>
</tbody>
</table>


In the 2006-08 U.S. Census estimates, the percentage of adults age 25 and older with bachelors’ degrees in Oklahoma was 22.4 percent, lower than the U.S. average of 27.4 percent. Cherokee County is the only county in Connors’ primary service area that exceeds the State’s percentage for bachelors’ degrees. The main campus of Northeastern State University is located in Cherokee County which may account for the slightly higher bachelors’ degree rate. No county in Connors’ primary service area meets or exceeds the national rate.

### Figure 2: Primary Service Area Education Attainment Levels, 2006-08 Estimates

<table>
<thead>
<tr>
<th>County</th>
<th>Bachelors’ Degrees % of Persons Age 25+</th>
<th>High School Graduates % of Persons Age 25+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adair</td>
<td>9.8</td>
<td>66.7</td>
</tr>
<tr>
<td>Cherokee</td>
<td>22.5</td>
<td>84.3</td>
</tr>
<tr>
<td>Haskell</td>
<td>10.3</td>
<td>66.9</td>
</tr>
<tr>
<td>McIntosh</td>
<td>13.1</td>
<td>71.6</td>
</tr>
<tr>
<td>Muskogee</td>
<td>16.8</td>
<td>81.0</td>
</tr>
<tr>
<td>Sequoyah</td>
<td>11.8</td>
<td>79.2</td>
</tr>
<tr>
<td>Wagoner</td>
<td>20.5</td>
<td>87.7</td>
</tr>
<tr>
<td>State</td>
<td>22.4</td>
<td>84.9</td>
</tr>
<tr>
<td>U.S.</td>
<td>27.4</td>
<td>84.5</td>
</tr>
</tbody>
</table>

http://factfinder.census.gov

The Oklahoma high school graduation rate was slightly higher than the U.S. average of 84.5 percent in the 2006-08 census estimates at 84.9 percent. With the exception of Wagoner County, the percentage of high school graduates in each county is lower than the state or national averages.

In addition, all counties in Connors’ primary service area have lower high school to college going rates than the state average, 2004-07 (OSRHE Information System Website: http://www/okhighered.org/oeis/archives).
The low educational levels in the area are mirrored in generally higher unemployment rates. In September 2007, the unemployment rates for six of the seven counties in Connors’ primary service area were higher than the State rate. Four counties were higher than national unemployment rates.

The total population in Connors’ primary service area as estimated by 2006-08 census data is 276,437. The area is primarily rural; only Wagoner County is considered part of the Tulsa metropolitan area. Minority population of the area is 29 percent. Native Americans are the largest minority group, comprising approximately 18.8 percent of the total area’s population and 65.2 percent of the total minority population.
CSC Student Characteristics

Approximately 3,000 students attend Connors annually. Of that number, approximately 96 to 97.8 percent come from the College’s primary service area (1997-2008 OSRHE Utilized Student Data Report, CSC Profile). Onsite classes are offered to two area correctional facilities and instructional television classes are provided to area high schools. Students can attend the Warner or Muskogee Campuses, or attend both campuses. The instructional television classes are also offered between campuses for student convenience.

The student minority population percentage at Connors is one of the highest of the state public institutions. According to the OSRHE last published report, Fall 2006, Connors’ minority student percentage was approximately 40 percent compared to the state average of 29.4 percent and a two-year college average of 28.6 percent.

<table>
<thead>
<tr>
<th></th>
<th>NR Alien</th>
<th>Black</th>
<th>Native American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connors</td>
<td>0.0</td>
<td>10.9</td>
<td>26.4</td>
<td>.5</td>
<td>2.2</td>
<td>59.9</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>2.0</td>
<td>9.4</td>
<td>11.1</td>
<td>2.0</td>
<td>4.1</td>
<td>71.4</td>
</tr>
<tr>
<td>Total OK Colleges</td>
<td>3.8</td>
<td>8.6</td>
<td>11.0</td>
<td>2.4</td>
<td>3.6</td>
<td>70.6</td>
</tr>
</tbody>
</table>

The chart below illustrates the ethnicity percentage summary for the CSC student body, 2004-08.

CSC student body is predominantly female as noted in the chart below. (OSRHE Student Data Information, www.okhighered.org/oeis/highlights).
The average age of CSC students has remained relatively constant since 2000 as is evident in the sampling of the last five years below.

Connors also serves one of the larger student populations receiving financial aid, with 56.7 percent receiving aid in 2006-07, compared to a two-year college average of 51.1 percent and a state average at all public institutions of 35.7 percent (OSRHE, Student Data Report 2006-07, www.okhighered.org/oeis).

Connors is an open-admissions college, but does require entry-level testing and mandatory course placement. Students under age 21 are required by OSRHE policy to take the ACT for admissions and for advisement/course placement. The average ACT composite score was 18.4 for 2006-07, below the state average in of 20.5 and national average of 21.1. Similarly in 2007-08, the average ACT composite score at CSC was 18.5 significantly lower that both the state (20.7) and national (21.1) averages. (CSC Student Assessment Reports, 2007-08, 2008-09).

Adult students (age 21 and over) are required to take an entry-level placement test (ACT Compass) and are also subject to mandatory course placement.
The percent of first-time freshmen taking at least one developmental class, usually mathematics, is high.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>64.1%</td>
</tr>
<tr>
<td>2002-03</td>
<td>73%</td>
</tr>
<tr>
<td>2003-04</td>
<td>84%</td>
</tr>
<tr>
<td>2004-05</td>
<td>84%</td>
</tr>
<tr>
<td>2005-06</td>
<td>85%</td>
</tr>
</tbody>
</table>

The Connors State College student body can be summarized as follows:

- Commuting Oklahoma residents who come from low-income, low-educational level, predominantly rural areas.
- A larger percentage of females than males.
- A high percentage of minority students.
- A high percentage of students requiring financial aid.
- A very high percentage of students requiring remedial courses.

**The Self-Study Plan**

**Planning**

Self-Study planning began with the appointment of a Self-Study Coordinator in the summer of 2007. The Coordinator provided leadership for the self-study process and the steering committee. The Coordinator worked under the supervision of the Executive Vice-President who also currently serves as Connors’ chief academic officer.

**Committees**

The Executive Vice-President and Self-Study Coordinator met and identified individuals to serve as criterion chairs. Several variables were taken into consideration in the selection of sub-committee members. They included area of expertise in relation to the criteria and a mix of faculty, paraprofessional and professional staff to ensure full campus involvement in the process. Student government and President’s Leadership Council representatives were invited to take part on the Criterion 3 and 4 committees.

Steering committee selections were completed and approved by the President during the Spring 2008 semester. All criterion chairs and Assessment Academy members were offered the opportunity to attend the 2008 and 2009 annual HLC Self-Study Workshops. In 2008, the President, Executive Vice-President (who also serves as an HLC consultant evaluator), the Self-Study Coordinator, Assessment of Student Learning Director, and four of the five criterion chairs attended the Self-Study conference. In 2009, the Self-Study Coordinator, four criterion chairs and one member of the Assessment Academy attended the Self-Study conference.
Self-Study Steering Committee:
- Margaret Rigney, Self-Study Coordinator (Library Director)
- Patrick Clancy, Criterion One Chair (Chair, Business, Computer Science)
- JoLynn Digranes, PhD. Criterion Two Chair (Executive Vice-President)
- Lynett Rock, Criterion Three Chair (Chair, Math, Science, Physical Education)
- Debara Corrado, Criterion Four Chair, (Director, Assessment of Student Learning)

- Rhoda Strode, Criterion Five Chair, (Director, Muskogee Branch Campuses)
- Jolene Armstrong, Resource Room Chair (Librarian)
- Mary Smith, Hospitality Chair (Executive Assistant to Vice-President for Fiscal Affairs)
- Bridget Beaver, Editing Chair (Chair, Communications and Fine Arts)
- Ramona Piearcy, EdD, Ex-Officio (Director of Institutional Research/SCT Operations)

Criterion Sub-Committees

Criterion One: Mission and Integrity
- Patrick Clancy, Chair
- John Maly (Business faculty)
- Ronald Ramming, PhD (Vice President for Enrollment Management & Student Services)
- Sue Evans (Nursing faculty)
- Sharon Hendrix (English faculty)
- Marc Cullison (Math faculty)
- Jimmie White (Chair, Social Studies)
- Rick Carbone (Health and PE, Softball Coach)

Criterion Two: Preparing for the Future:
- JoLynn Digranes, PhD, Chair
- Sharon Owens (Vice President for Fiscal Affairs)
- Rich Lynes (Ugl-UNNICO manager)
- Gwen Derrick (Director, Human Resources)
- Stuart Woods, EdD (Science faculty)
- Vicki Sanders, EdD (Nursing faculty)
- Sonya Baker (Registrar)
- Sue Floyd (Director, CSC Foundation)
- Heather Lester (Mathematics faculty)
- Jake Walker (Equine faculty)
- Joyce Johnson (Nursing faculty)

Criterion Three: Student Learning and Effective Teaching
- Lynett Rock, Chair
- Heath Hodges (Director of Distance Education Programs)
- Charlotte Vaughn (Nursing Director)
- Debby Golden (Chair, Agriculture)
- Jolene Armstrong (Librarian)
- Jan Jobey (Child Development Coordinator/Instructor)
- Diane Haralson (Art/Humanities faculty)
- Brandi Gunn (Academic Advisor)
- Colleen Noble (Academic Advisor)
- Linda Havellana (Reading faculty)
• Gary Grady, DMIN (Psychology faculty)
• Student Government Representative

**Criterion Four: Acquisition, Discovery and Application of Knowledge**
• Debara Corrado, Chair
• Kirsten Byers (Distance Education Specialist)
• Connie Nicholson (English faculty)
• Brandon Gunn (Agriculture faculty)
• Patsy Wimber (Government/History faculty)
• Lyndsey Sharp (Coordinator of Student Life)
• Aaron Wright (Residential Life Director)
• Matt Hopkins (Student Support Services Director)
• Ryan Carlton, DC (Science faculty)
• Eddie Kite (Women’s Basketball Coach, Health and PE)
• Presidents’ Leadership Council Representative
• Sharon Greenmyer (English faculty)

**Criterion Five: Engagement and Service:**
• Rhoda Strode, Chair
• Kim Phillips (Scholars in Excellence Coordinator)
• Ameisha Wagner (Coordinator/Instruction Focus Program)
• Tammy Melton (Director of Auxiliary Enterprises)
• Lance Allee (Recruitment Director)
• Brandi Gunn (Academic Adviser)
• Esther King (Wellness and Conference Coordinator)
• Muriel Saunders (Adjunct and Continuing Ed instructor)
• Susan Lybarger (Nursing faculty)
• Blake Nelson (Director of Farm Operations/Agriculture faculty)
• Sue Godwin (Indian Capital Tech Center liaison)
• Jake Lawson (Equine Director/Rodeo Coach)

**Resource Room Committee:**
• Jolene Armstrong (Librarian)
• Carla Goodwin (Executive Assistant to Academic Vice President)
• Sue Godwin (ICTC liaison)
• Charlotte Vaughn (Nursing Director)
• Neil Myers (IT staff)
• Rhonda Wilson (Business faculty)

**Hospitality Committee:**
• Mary Smith (Executive Assistant to Vice President for Fiscal Affairs)
• Angie Lane (Bursar)
• Johnnie Elrod (Executive Assistant to President)
• Matt Fowler (Academic Advisor)
• Jarod Webster (Student Support Services Advisor)
• Lt. Col. Jim Sanders (Director, Veterans’ Upward Bound)
• Melanie Shatto (Adm Assistant to Residential Life Director)
• Lyndsey Sharp (Coordinator of Student Life)
**Editing Committee:**
- Bridget Beaver (Chair, Communications and Fine Art)
- Jack Best (Art/Humanities instructor)
- Gina Ramming (Business faculty)
- English Department faculty

**Goals of the Self-Study Process:**
1. To earn continuing accreditation for Connors State College at the maximum ten-year cycle.
2. To communicate the self-study process and final report to the entire college community and to its constituencies.
3. To integrate self-study data and analysis with ongoing institutional assessment and strategic planning processes for continuous improvement.

**Self-Study Timeline**
The time frame for completion of the Self-Study process is outlined below. The original date of the HLC evaluation team visit was March 8-10, 2010. On September 5, 2009, to meet a State of Oklahoma Capital Bond expenditure deadline, Connors formally requested the HLC that the evaluation visit be postponed to Fall 2010.

Talks of merging the Downtown Muskogee Campus with Northeastern State University’s Muskogee Campus have been ongoing for several years. As early as Fall 2008, selected Connors’ business classes were offered at Northeastern State University’s Muskogee Campus with an eye toward full merger of Northeastern and Connors’ Muskogee campuses in a few years. The mandated capital bond expenditure deadline hastened the process.

In Spring 2009, plans were finalized to merge Connors’ Downtown Muskogee Campus with that of Northeastern State University’s Muskogee Branch Campus and on December 18, 2009, officials held a groundbreaking ceremony for a one-story student services facility to be built on the Northeastern Muskogee campus. The new facility will join the existing two buildings on the Northeastern campus and will include a bookstore, library, child development office and classrooms, and office spaces for faculty and staff.

In Spring 2010, Connors’ associate degree nursing program moved from Connors’ Downtown Muskogee Campus location and began offering classes at the Northeastern campus sharing spaces with Northeastern’s existing BSN program.

This location change necessitated a request to HLC to postpone the March 2010 visit so Connors could incorporate a request for approval for the new site as part of our Self-Study report process. Our request for an evaluation visit date change was formally approved in a letter from HLC dated October 27, 2009. Connors’ evaluation team visit was rescheduled to November 1-3, 2010.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Summer 2007</td>
<td><strong>Self-Study Coordinator</strong> appointed</td>
</tr>
<tr>
<td>November 19, 2007</td>
<td>Notice of HLC Reaccreditation</td>
</tr>
<tr>
<td>November 19, 2007</td>
<td>Notice of HLC Reaccreditation</td>
</tr>
<tr>
<td>January 2008</td>
<td>Steering committee selected; approved by president</td>
</tr>
<tr>
<td>April 2008</td>
<td>Organizational meeting of steering committee</td>
</tr>
<tr>
<td>April 12, 2008</td>
<td>NCA-HLC Self-Study Workshop, Chicago</td>
</tr>
<tr>
<td>May 2008-</td>
<td>Steering Committee develops Self-Study design, forms subcommittees,</td>
</tr>
<tr>
<td></td>
<td>begins data gathering</td>
</tr>
<tr>
<td>September 5, 2008</td>
<td>Notice of acceptance into HLC Assessment Academy</td>
</tr>
<tr>
<td>November, 2008</td>
<td>HLC Assessment Academy meeting; 4 persons attended</td>
</tr>
<tr>
<td>April 18, 2009</td>
<td>NCA-HLC Self-Study Workshop, Chicago</td>
</tr>
<tr>
<td>April, 2009</td>
<td>March 2010 Evaluation Team Members identified &amp; accepted</td>
</tr>
<tr>
<td>August, 2009</td>
<td>Capital Bond expenditure deadline mandated</td>
</tr>
<tr>
<td>September 5, 2009</td>
<td>Request for postponement of Evaluation Visit until fall 2010</td>
</tr>
<tr>
<td>October 27, 2009</td>
<td>Permission to postpone evaluation visit until November, 2010 granted</td>
</tr>
<tr>
<td>November, 2009</td>
<td>Fall 2009 Institutional Snapshot disseminated</td>
</tr>
<tr>
<td>January 2010</td>
<td>Continuation of Self-Study data gathering and writing</td>
</tr>
<tr>
<td>January 29, 2010</td>
<td>Notification from HLC of evaluation team members for November 1-3,</td>
</tr>
<tr>
<td></td>
<td>2010, visit</td>
</tr>
<tr>
<td>February 1, 2010</td>
<td>Evaluation team approved by president, HLC notified.</td>
</tr>
<tr>
<td>February, 2010</td>
<td>Third party comments information disseminated across campus to meet</td>
</tr>
<tr>
<td></td>
<td>various groups publication deadlines for late spring 2010</td>
</tr>
<tr>
<td>April 9-10, 2010</td>
<td>Connors’ peer evaluator attends HLC peer review workshop</td>
</tr>
<tr>
<td>April, 2010</td>
<td>Steering committee circulated draft report for comments</td>
</tr>
<tr>
<td>May, 2010</td>
<td>Editing team edited and compiled report</td>
</tr>
<tr>
<td>June, 2010</td>
<td>Steering committee reviewed final report</td>
</tr>
<tr>
<td>August, 2010</td>
<td>Final report disseminated at fall faculty in-service</td>
</tr>
<tr>
<td>August 26, 2010</td>
<td>Third party comments information disseminated across campus to meet</td>
</tr>
<tr>
<td></td>
<td>various groups publication deadlines for early fall 2010</td>
</tr>
<tr>
<td>September, 2010</td>
<td>Self-Study mailed to HLC and to evaluation team members</td>
</tr>
<tr>
<td>October 1, 2010</td>
<td>Third party comments deadline to HLC</td>
</tr>
<tr>
<td>October, 2010</td>
<td>Resource Room preparations finalized</td>
</tr>
<tr>
<td>October 2010</td>
<td>Hospitality Committee finalized plans</td>
</tr>
<tr>
<td>November, 2010</td>
<td>HLC Evaluation team visit November 1-3</td>
</tr>
<tr>
<td>November 3, 2010</td>
<td>HLC Evaluation team exit interview</td>
</tr>
<tr>
<td>November 5, 2010</td>
<td>Successful completion celebration</td>
</tr>
<tr>
<td>December 2010</td>
<td>Draft Evaluation Team Report send to Connors for fact corrections</td>
</tr>
<tr>
<td>January 2011</td>
<td>Connors responds to Report with corrections, if needed</td>
</tr>
<tr>
<td>January 2011</td>
<td>Final team report submitted to HLC; copies mailed to Connors</td>
</tr>
</tbody>
</table>
Institutional Responses to 1999 Evaluation Team Concerns

1. **Concern: Confusion over the purposes and methods of assessment of student academic achievement, unmet time lines, and disruption in the leadership for assessment characterize an assessment effort needing much attention.**

   **Response:** The Assessment Committee continues to review and refine the assessment process. A report on the Assessment of Student Learning was submitted to the Higher Learning Commission in 2003. The report was accepted, and work continues on the assessment of student learning.

   As part of the review the committee modified and added procedures for data gathering. Enhanced data collection continues to be linked to specific areas within the planning and budget process.

   The leadership in assessment remained stable from 1999 until 2007. In August 2007 an Assessment Director was hired only to leave for another position out-of-state in May 2008. In January 2009 a faculty member and former division chair assumed the director’s responsibilities.

   In 2008 Connors became a member of the HLC Academy for Assessment of Student Learning and was a member of the November 2008 cohort group. Three faculty members, the Executive Vice-President, and the Director of Assessment of Student Learning attended the November 5-7 Assessment Academy workshop. The initial focus has been to review and refine the general education student learning objectives. Some work remains to be done; more information is provided in Criterion 4. The next area of focus is developmental education.

2. **Concern: The College lacks well-developed and adequately-communicated general purpose grievance procedures.**

   **Response:** Connors hired an HR Director and developed a Human Resources Department in 2001. The HR office presently consists of a Director and an administrative assistant. The HR Director, under the guidance of the legal staff of the Board of Regents for the Oklahoma Agriculture and Mechanical Colleges, has reviewed, refined and developed policies and procedures concerning all types of personnel issues, including grievance procedures. These are included in the Faculty and Staff Handbook.

   The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (OSU/A&M) must approve new or modified policies before they are initiated. Approved policies and CSC procedures are include in the OSU/A&M Manual, the Oklahoma State Regents for Higher
3. **Concern:** The College’s facilities, as extensive and diverse as they are, present a significant concern. …resources may not be adequate to keep up with the demand for repair, refurbishment and adaptation.

**Response:** As part of Connors’ annual project management and strategic planning initiatives a master list of facilities’ improvement projects has been compiled. Projects are addressed and completed as funds allow.

In 2004, Connors received, as did the other public institutions in the state, a capital bond initiative. Connors requested approximately $7 million dollars for roof renovations, asbestos removal, Fine Arts Building renovations, and the conversion of Gatlin Hall residential dormitory into a One-Stop Enrollment Center and renovations to the Downtown Muskogee Campus, which has now evolved into a new building on the Northeastern State University Muskogee Campus. The bond has allowed for a variety of projects, including work on deferred maintenance. Some of the capital bond projects, described more fully in Criterion 2 and 3, have included:

- Addition/upgrading of instructional television labs at Muskogee and Warner.
- Addition and upgrading of computer labs.
- New chemistry lab at the Warner Campus.
- Renovated anatomy/physiology and biology labs at the Warner Campus
- Renovation of the existing Horticulture program greenhouse.
- Addition of a head house for the Horticulture program with classroom area, storage, and refrigerated units.
- Addition of a second greenhouse for the Horticulture program at the Warner Campus.
- New offices and classroom for the Agricultural Equine Technology Program.
- Moving the Nursing program first to the Downtown Muskogee Campus and then to the Northeastern State University Muskogee Campus, Mike Synar Building.
- Renovating the Fine Arts Building foyer, lighting, sound and adding handicapped accessible bathrooms and a lift to the stage at the Warner Campus.
- New roofs for the Fine Arts Building, Westbrook Library and Education Building on the Warner Campus.
- New HVAC for the Fine Arts Building and a new boiler unit for the Westbrook Library.

In 2002, Connors added a new housing complex, Millers Crossing, for both single students and students with families. This complex, funded through a bond issue, provides apartment-style living and amenities.

The College continues to work with the State Legislature to increase Section 13 Offset funding, which is utilized for capital projects, and overall state funding for higher education.

Another action taken by the College was to initiate a bid for an external custodian/maintenance vendor for the Warner Campus. In November 2008 UGL-Unicco began work.
UGL-Unicco is an experienced, international company, efficient in not only daily tasks, but also in working on deferred maintenance.

The company works from a detailed monthly maintenance schedule, in addition to responding to work orders from campus staff and faculty. Monthly reports are provided to the President, Executive Vice-President and to the Vice-President for Fiscal Services. The College has benefitted from this change, with many campus and off-campus constituents making favorable comments about the service.

Bids for lawn care at the Three Rivers Port Campus in Muskogee and the Warner Campus were also advertised with two local vendors selected. This change has also improved the appearance of the campuses.

4. **Concern: The institution lacks shared vision of its immediate future.**

   **Response:** Connors has implemented a strategic planning process described in an earlier portion of the Introduction. Annual Project Management submissions from departments across campus outline the program objectives of the current year as well as those of the next three years. These objectives are linked to the appropriate mission and institutional goals. Departments must state how objectives will be accomplished, marketed and how they will be assessed to determine their accomplishment. Current weaknesses and strengths of the department are also listed. As the final piece of the document, the department is to summarize budget expenditures to date and to project a budget for the next fiscal year.

   The strategic plan has been distributed to all CSC employees by e-mail, from the original plan to any annual revisions and currently to the revised plan with designation of goals achieved or in process, goals added/deleted, and goals modified. A copy of the current strategic plan is included in the Appendix.

5. **Concern: Minimal information is routinely available across the institution to support meaningful participation by College faculty and staff.**

   **Response:** Connors web site has grown and matured significantly since 1999. Most college departments have a presence on the web page. Academic Council agendas and meetings are posted under the “Academic” tab as are course catalogs, the Academic Plan, class schedules, handbooks, distance education and the library.

   Included under the “Administration” tab is information related to admissions, advisement, alumni, business office, Foundation, financial aid, human resources, information technology and registrar. The “Accreditation” tab has information related to Oklahoma’s higher education coordinating board, Connors’ governing board, HLC, Connors’ HLC information and NAECY accreditation.

   Employees also have a password-protected web page that includes links to the OSU/A&M System Web for Employees and various faculty/staff documents such as holiday schedules, committee assignments, faculty handbooks, and various forms such as requisition, work orders, record of leave, facilities, IT plans and procedures, and travel forms, to name a few.
Email, too, has grown more sophisticated since 1999. For many years, Connors’ email server was hosted by OneNet, Oklahoma’s state-wide Internet system. In 2009 Connors’ email was moved to Oklahoma State University’s email system. Besides speed and greater efficiency the switch to the A&M System email server affords Connors the opportunity to communicate with anyone in the A&M college system.

Both of these systems allowed emails to be sent to all CSC employees. With the move to the OSU/A&M server, all CSC students are required to have CSC emails by Fall 2010, with a backup email or cell phone number for text messages. This will enable emails or text messages to be sent to all CSC students.

The Director of Human Resources provides an orientation to all new full-time employees to better acquaint him or her with information about policies and procedures. The Director also holds regular meetings with staff and mid-level administrators to discuss changes in policies/procedures and current issues or information. Academic division chairs meet with new faculty members and maintain routine contact with them as they begin their teaching. The division chairs also hold meetings with both full-time and adjunct faculty members each semester.

6. **Concern: Faculty curriculum leadership is clouded by the way in which the line organization is routinely used to make curriculum decisions.**

   **Response:** Regular meetings to discuss curriculum modifications are held in a Curriculum Review Committee, a subcommittee of the Academic Council. Recommendations from academic divisions are reviewed in the Curriculum Committee, with approved recommendations presented to the next level, the Academic Council.

   The Academic Council makes recommendations, which are reviewed by the President and Executive Vice-President before submitting to the OSU/A&M Board of Regents. If the academic program requests are approved by the OSU/A&M Regents, the requests are then forwarded to the Oklahoma State Regents for Higher Education (OSRHE) in Oklahoma City where they are reviewed by the Regents’ academic staff. If changes are needed prior to presenting the requests to the OSRHE, the academic staff will contact the Connors to make those edits. Final approval comes from the Oklahoma State Regents for Higher Education.

7. **Concern: The team found official College publications inconsistent, late or untimely, and incomplete.**

   **Response:** Most college publications may now be found online which eliminates delays due to printing. In general, college publications are much more timely and current. However, individual departments and areas are responsible for the content on their respective web pages and web documents so consistency varies by department.

8. **Concern: Financial aid management is a serious concern.**

   **Response:** Management and Staffing

   The Financial Aid Department is currently under new direction. Current Financial Aid management has implemented trainings for staff members within the department, as well as
attending local and state conferences, to ensure that all staff members are appropriately trained and knowledgeable of regulations and daily financial aid procedures.

**Default Rate and Default Management Procedures**
The current default rate published in February 2010 is 11.9 percent. From 1999 to 2009 the default rate has averaged 10.9 percent. The Financial Aid Office offers subsidized student loans to eligible students upon initial packaging. Additional student loans must be requested in writing. The Financial Aid staff then provides individual loan counseling to students requesting additional loan amounts.

**Financial Aid Audit Reports**
Financial Aid audit reports for FY 07, FY 08, and FY 09 have been clean and without error.

9. **Concern:** A sampling of faculty files revealed occasional absence of official transcripts, introducing the potential for fraud and doubt.

   **Response:** The College has implemented procedures to ensure that all faculty files include current transcripts. Messages were sent from the Human Resources Office to faculty missing transcripts, with follow-up as needed. The Executive Vice President was also involved in reminding faculty, working with the Human Resources Office to monitor which transcripts were still needed. In addition, the Human Resources Office is proactive in obtaining current transcripts when new faculty are hired.

10. **Concern:** The trend toward part-time faculty has led the overall ratio to worrisome levels.

   **Response:** The percentage of full-time to part-time faculty has increased dramatically since 1999. In 1999, 39 percent of the faculty was full-time while 61 percent was part-time. Beginning in the early 2000’s the percentage of full-time to part-time faculty began to shift.

   In the mid-2000’s the percentage of full-time faculty to part-time began to increase with 51 percent full-time faculty to 49 percent part-time. By the end of the decade in Fall 2009, 66 percent of the faculty was full-time and 34 percent was part-time. Efforts continue to obtain funds to add full-time faculty and to maintain or exceed the current percentages of full-time to part-time.

11. **Concern:** While the College administration is logically structured, it is less clear that it actually functions as efficiently as it might.

   **Response:** Efforts to improve internal communications have included the website and e-mail for posting information, as well as revising the organizational structure resulting in three Vice-Presidents. In addition, the senior administrators meet regularly as a Cabinet with updates from each member – the President, Executive Vice-President, Vice-President for Fiscal Services, Vice-President for Enrollment Management and Student Services, the Director of the Muskogee Campuses, and the Executive Director of the CSC Foundation.

   The Human Resources Director is invited to meet with the Cabinet on a regular basis. In the academic, fiscal and enrollment management/student service areas, each of the Vice-
Presidents meet regularly with directors/division chairs to share information, discuss issues, and to make changes as needed. The Director of the Muskogee Campuses also meets or communicates with Muskogee staff and faculty as needed.

12. Concern: There is ample evidence that faculty, staff, and administrators are routinely involved in a wide range of professional development activities that focus specifically on higher education in Oklahoma and educational instruction issues within the state. There is... little evidence that faculty, institution-wide, are routinely and regularly involved in professional conferences and other development efforts that focus upon their areas of disciplinary expertise.

Response: With reductions in state funding, this remains an issue. In 2009-10 all public colleges and universities had to reduce travel funds, so it is not just a Connors’ issue. However, alternative funding sources and additional sources for professional development have been sought. For example, a grant from the Oklahoma State Regents for Higher Education – in conjunction with another community college – provided opportunities to bring nationally known speakers in technology and instruction. Funds were also provided for travel.

Another grant from the OSRHE focused upon developmental mathematics. Faculty members attended such conferences as the League for Innovation and the National Association for Developmental Education conference. Institutional funds have been available for the Nursing and Child Development program faculty to attend national conferences for accreditation requirements. The Child Development program director also serves as a peer reviewer for the National Association for the Education of Young Children (NAEYC), which allows exposure to exemplary child development programs across the United States.

The grant-funded programs, Scholars for Excellence in Child Care and Student Support Services, have assisted with attendance at national conferences for adjunct faculty members and the Director of Child Development.

Connors has also been proactive in encouraging faculty and staff to attend regional conferences, such as the regional community college humanities conferences, or national meetings, such as the one for branch campus directors held either within the State or regionally. With these locations, funding for travel is typically available.

The Oklahoma Global Education Consortium (OGEC) has sponsored national and international speakers at the annual conference. Typically five to eight Connors’ faculty and administrators attend the conference.

Another state community college organization, the Oklahoma Association of Community Colleges (OACC) plays an additional role in providing more professional development activities for faculty, staff and administration. There is an annual conference with both academic and general interest meetings/workshops featuring regional and/or national speakers. OACC also offers a professional development workshop for office staff at least once per year.
The OSRHE has increased the number of professional development opportunities for faculty members and administrators by bringing national speakers to workshops/conferences in Oklahoma and encouraging organizations to hold regional or national meetings in Oklahoma. For example, the regional Campus Compact Conference will be held in Tulsa, Oklahoma, September 22-24, 2010.
Criterion 1:  
Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Mission Statement

Connors’ mission statement is as follows: **Connors State College utilizes the highest standards in its commitment to provide affordable, innovative, life-long learning opportunities that enable students to succeed in a global society.**

Purposes

Connors accomplishes its mission by exemplifying the functions of a two-year or community college in Oklahoma as defined by the Oklahoma State Regents for Higher Education (OSRHE), the State’s legal structure for providing public higher education. The Oklahoma Constitution (Article XII-A, Section 2) directs the OSRHE to determine the functions and courses of study in each of the State System’s public institutions.

The State System of Higher Education is a coordinated system of public colleges and universities throughout the state. Currently there are 25 institutions in the Oklahoma State System including two research universities, 11 regional universities and 12 community colleges. Connors State College is one of the twelve community colleges in the State System.

The Oklahoma State Regents of Higher Education further define the functions/purposes of all Oklahoma public colleges, including community colleges. In accordance with State Regents’ requirements, Connors’ educational programs and services are designed to help people achieve their individual potential, enrich their lives, and become responsible and productive members of society. Connors exists for the following purposes: [http://www.okhighered.org/state-system/overview/part1.shtml](http://www.okhighered.org/state-system/overview/part1.shtml)

- Provide general education for all students.
- Provide education in several basic fields of study for those students who plan to transfer to a university and complete a baccalaureate degree.
- Provide one and two-year programs of technical and occupational education to prepare individuals to enter the labor market.
• Provide programs of remedial and developmental education for those whose previous education may not have prepared them for college.
• 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.
• Carry out programs of institutional research designed to improve the institution’s efficiency and effectiveness of operations.
• Participate in the programs of economic development independently or with universities to meet the needs of each institution’s geographic service area.

Core Values:

Connors, along with its governing board, administration, faculty and staff, is committed to academic excellence, integrity, diversity and the achievement of individual and institutional goals. CSC is committed to the success of its diverse student population by providing educational programs and services with a high degree of professionalism and a commitment to excellence. Connors' core values are:

• Adaptability
  o Connors has the flexibility to adapt to changing environmental needs.
• Community
  o Connors values its varied constituencies and their talents, dedication, and support.
  o Connors values the educational goals of the students served.
  o Connors collaboratively partners with key constituencies to achieve mutual goals.
• Communication
  o Connors provides multiple channels of communications and takes appropriate actions to those communications when needed.
• Integrity
  o Connors practices ethical, progressive leadership in partnerships with communities, other education institutions, agencies, and organizations for the betterment of region and state.
• Service
  o Connors places worth on the importance of providing programs and services that effectively accomplish our mission.
• Student Success
  o Connors is open and fair in interactions with diverse student populations in admission, programs, processes, activities and services.
  o Connors strives to continuously provide educational excellence for increasing students’ capacities to succeed.
  o Connors maintains a reputation for excellence in all extracurricular activities.
Core Component – 1A

The organization’s mission documents are clear and articulate publicly the organization’s commitments:

1) The Board has adopted statements of mission and other supporting documents that together clearly and broadly define the organization’s mission

Patterns of Evidence:

- History of Connors’ Mission Documents
- Adoption of the Mission and Strategic Plan
- Dissemination of Mission and Strategic Plan

History of Connors’ Mission Documents
Connors’ mission statement identifies our role in fulfilling the educational needs of students in our primary service area. Prior to the 2007 creation and adoption of the current mission statement Connors’ last revision of a mission document was in February, 1999. During the summer of 2007 a wide and varied cross section of Connors’ faculty, staff, administrators and interested outside constituencies met to review and possibly revise the 1999 mission document.

Along with mission document revision the group’s additional charges were to address strategic plan and core values updates. The first meeting was held on May 17, 2007. The facilitator for the planning sessions was Ms. Sherri Smith-Gray. Ms. Gray worked with the Oklahoma Quality Institute, the Oklahoma Quality Award Foundation, and the Malcolm Baldrige Program. She is considered an expert in strategic planning and was recommended by the Director of the Oklahoma Quality Award Foundation.

The result of that first meeting along with a subsequent meeting on June 7, 2007, was the revision of the Mission Statement, Strategic Plan and a new set of Core Values.

Evidence: Minutes of these meetings are in the Resource Room.

Connors’ new mission statement was developed to further refine and define how the institution would meet the educational needs of the constituents we serve. Connors’ mission also exemplifies the role of a community college in the Oklahoma State System of Higher Education as defined by the State Regents for Higher Education.

Adoption of Mission and Strategic Plan
In March 2008 the Board of Regents for the Oklahoma Agriculture & Mechanical Colleges (OSU/A&M Board of Regents) adopted Connors’ mission statement, strategic plan and core values statements. These documents provide direction in the decision making process at Connors State College. Connors’ mission statements and strategic plan are available to all of the College’s stakeholders. The following demonstrates Connors’ commitment to a clear mission statement publically articulated to our constituents.
Dissemination of Mission and Strategic Plan

Major College Publications
The mission document is printed in all of the College’s major publications including the college course catalog, student and employee handbooks, recruiting materials, web site, syllabi/course outlines, and other official publications.

College Catalog
Connors’ Catalog is no longer a printed document but exists exclusively online. As such, the catalog is available to all of Connors’ internal and external constituencies. The new mission statement is included in the 2008-2009 and later versions of this online document. This document can be viewed at www.connorsstate.edu by clicking on the Academic tab of the home page.

Course Syllabi
Starting with the Fall 2008 semester instructors began including the new 2007 mission statement in their course syllabi. Most did; however, a review of course syllabi during the fall semester showed that not all syllabi included the new mission statement. Instructors were again reminded to include the revised mission statement in their Spring 2009 syllabi. All course syllabi now contain the revised mission statement. A file of these documents is maintained by the administrative assistant to the Vice President for Academic Services. The files are maintained in an electronic format only and are available in the Resource Room.

Connors State College Employee Handbook
The mission statement and core values are included in the Employee Handbook. The CSC Employee Handbook is maintained in electronic version and can be accessed from College’s web page. There is a link to this publication in the password-protected “Employees” section of the web page. The mission statement and core values are found on page 4 of this online document.

Purposes
The following eight purpose statements are those of all Oklahoma community colleges as defined by the OSRHE. These purpose statements include the following: 1) Provide general education for all students; 2) Provide transfer programs to senior institutions; 3) Provide occupational training; 4) Provide developmental courses; 5) Provide community service programs; 6) Provide quality assurance of offered programs; 7) Provide student guidance and counseling; and to, 8) Provide cooperative programs concerning area economic development.

The Oklahoma State System of Higher Education was established on March 11, 1941, when the people of the State adopted an Amendment to the constitution, Article XIII-A creating the State System. The amendment provides, “All institutions of higher education supported wholly or in part by direct legislative appropriations shall be an integral part of the unified system to be known as The Oklahoma State System of Higher Education.”

http://www.okhighered.org/state-system/overview/part1.shtml

The Regents shall constitute a coordinating board of control for all State Institutions described in the aforementioned article with specific powers:
• It shall prescribe standards of higher education applicable to each institution.
• It shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed.
• It shall grant degrees and other forms of academic recognition for the completion of prescribed courses in all such institutions.
• It shall recommend to the State Legislature the budget allocations to each institution.
• It shall have the power to recommend to the Legislature proposed fees for all such institutions and any such fees shall be effective only within the limits prescribed by the legislature.

Connors’ mission document includes a strong commitment to affordable, innovative, lifelong learning opportunities that enable students’ success. The purpose statements, as defined by OSRHE, affirm that Connors State College is committed to student success, strengthening the community, technology development and internal cooperation. Connors’ educational programs and services are designed to help people achieve their potential, enrich their lives and become responsible and productive members of society.

Core Values
Examination of the core values of Connors State College exhibits a commitment to our mission and to the various constituencies served. Connors is committed to providing students with the highest level of academic excellence possible.

Core Component – 1B

_In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves._

1) In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission.

Patterns of Evidence
• Mission Statement
• Diversity of Students and Service Area

Mission Statement
The mission statement was reevaluated in 2007 to express and reaffirm the mission, goals and emphasis of Connors State College. The goal was to make a document that could be read, understood and easily communicated to all of the College’s stakeholders. The mission statement is available in numerous institutional documents and in a variety of formats for dissemination to all students, faculty, staff and other constituencies as outlined previously.

Connors’ mission documents address its commitment to providing general education opportunities to meet the needs of all students and community members in Connors’ principal county (Muskogee) and surrounding counties (McIntosh, Cherokee, Sequoyah,
Adair, Haskell, Wagoner, but not limited to these counties). Connors’ student population is comprised of individuals from all walks of life – traditional and non-traditional, primary service area residents as well as Oklahomans state-wide, athletes and agricultural students from numerous states, Canadian provinces, and foreign countries. Connors’ mission statement specifies that Connors exists to provide “affordable, innovative, life-long learning opportunities that enable students to succeed in a global society.” To this end Connors offers many degree plans, course and study options to students. This flexibility meets the need of its constituency.

All three documents support Connors’ intent to serve all its constituents, including its students and the community. To accommodate students’ diverse needs, Connors prepares students to enter the workforce or to continue their education at other in-state or out-of-state institutions (see College Catalog for degree plans and courses offered).

Diversity
Connors provides open enrollment as a two-year, community/junior college in Muskogee County, Oklahoma. The main campus is in the rural community of Warner, Oklahoma, approximately 19 miles south of the City of Muskogee and 50 miles west of Ft. Smith, Arkansas on Interstate 40. Warner’s population, according to the 2000 Census was 1,430.

The Warner Campus is a traditional campus including residence halls, cafeteria, student union/bookstore, field house, baseball and softball fields, farm, greenhouse, indoor and outdoor arenas.

Connors’ two branch campuses are in Muskogee, a regional market hub of 38,310 persons, according to the 2000 Census. Connors’ two Muskogee branches include the Downtown Campus on 2nd and Court Streets in the historic C.N. Haskell Building (named after Oklahoma’s first statehood governor) and the Three Rivers Port Campus in the northeast quadrant of the City near the campus of Indian Capital Technology Center on the Muskogee Turnpike. These campuses are conveniently located with city transportation services available via the Muskogee County Transit Authority.

Connors’ Nursing program moved to Northeastern State University’s Muskogee Campus (NSU-M) in January 2010 as a precursor to Connors’ move from the Downtown Campus to the NSU-M campus in 2011. Connors also offers classes at two minimum security correctional centers west of the City - Jess Dunn (men) and Dr. Eddie Warrior (women) correctional facilities.

Connors is committed to providing educational opportunities to the diverse populations both in our largest county and in our primary service area. Eighty-five percent of Connors’ student population comes from its primary service area. (CSC Office of Institutional Research: Student Profile: Spring 2010).
The faculty’s ethnic breakdown generally reflects the population of Connors’ primary service area with the exception of Hispanic instructors. See following graph:

The average per capita income of the six counties in Connors’ primary service area is lower than state or national averages and rank among the lowest in the state with the exception of Wagoner County which borders Tulsa County on the west, the number one ranked county in the State and Rogers County on the north, which ranks 17th in per capital income.
Connors strives to keep tuition costs affordable for the students from its primary service area. Tuition and fee costs per credit hour in 2009-10 ranged from $85.07 for 1000 and 2000-level courses to $98.07 for 0-level remedial courses. In the most recent IPEDS Data Feedback Report, 2009, Connors’ tuition and fees for full-time, first time, degree-seeking students in the 2008-09 academic year was $2,239 compared to an average of $2,512 at ten peer institutions. Seventy-five percent of Connors’ students receive some form of financial assistance.

2) The mission documents present the organization’s function in a multicultural society.

Patterns of Evidence:
- Mission Documents
- Multicultural Studies and Activities
- Diversity Awareness on Campus

Mission Documents
The mission documents illustrate Connors’ commitment to provide learning experiences to all constituencies. By Connors’ definition “all students” means serving the diversity of student populations in its primary service area. Connors is responding to changing population demographics, and its increasing minority enrollments is representative of local demographic trends.

Multicultural Studies and Activities
Connors commits itself to providing experiences which encourage the appreciation of diversity and foster growth in our global economy. One of the general education objectives relates to global awareness. Specific classes within the general education core have implemented embedded assessment activities to ensure that this objective is met. Various cultures are studied in a variety of courses offered at Connors. These classes include, but are not limited to, elementary Spanish, psychology, child development, humanities, and business law.

Connors has several organizations on campus that create the opportunity for multi-cultural experiences from onsite programs to sponsored field trips. The TRIO grant programs -
including Student Support Services, Upward Bound, and Veterans’ Upward Bound - have sponsored trips to cultural events, museums, other higher education institutions, lectures and special events. Other organizations participating on campus include the Oklahoma Global Education Consortium, Oklahoma Alliance for Geographic Education, and Connors’ Black Student Society.

**Diversity Awareness on Campus**

Connors’ libraries have displays or posters honoring many cultures and walks of life. The state and country flags representing the origin of each year’s entering freshman class hang from the Warner Campus Library’s ceiling. In addition to these displays, the celebration of diversity is demonstrated by a wide variety of periodicals available for the diverse student and faculty population.

Connors has sponsored the Oklahoma Global Education Consortium Annual Conference, International Education Week, diversity leadership sessions, studies of foreign nations (Canada, Australia and India) and has several student organizations to help promote understanding of diverse cultures.

3) **The mission documents affirm the organization’s commitment to honor the dignity and worth of individuals.**

**Patterns of evidence:**
- Self-Study and Commitment
- Student Centered Focus
- Commitment to Affirmative Action

**Self-Study and Commitment**

The self study process has increased employees’ awareness of the College’s mission and commitment to honor the dignity and worth of each individual. The statements in the Core Values and Mission Statements, specifically, “*Connors values its varied constituencies, their talents, dedication and support,*” documents the College’s commitment to these goals.

**Student-Centered Focus**

In Connors’ Core Value statement the College strives to continuously provide educational excellence for increasing students’ capacities to succeed to maintain a reputation for excellence in all extracurricular activities. Connors strives to meet the needs of all students - traditional, non-traditional, on-campus, off-campus, online, concurrent, and students with disabilities - by strict compliance with the American Disabilities Act. Students and/or employees with disabilities are reasonably accommodated through arrangements made through the office of the VP of Enrollment Management and Student Services.

Connors is responsive to the needs of students at other locations, such as area high schools, Northeastern State University (Muskogee), Jess Dunn and Eddie Warrior Correctional Centers, Port Campus, Downtown Campus and distance learning sites.
Commitment to Affirmative Action
Connors is in compliance with Title VI and Title VII of the Civil Right Acts of 1964, Title IX of the Education Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Readjustment Assistance Act of 1974, and other federal laws and regulations. Connors does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.

4) The organization’s required codes of belief or expected behavior are congruent with its mission.

Patterns of Evidence:
- Employee Code of Conduct: Employee Handbook
- Student Code of Conduct

Employee Code of Conduct: Employee Handbook
Connors’ Employee Handbook defines acceptable employee conduct and is reviewed on a regular basis. Connors is member of Oklahoma Association of Affirmative Action and keeps abreast of national policy changes as they occur. All employees must abide by the Connors’ non-discrimination policy, which states: “admit students of any race, color, sex, religion, and national and ethnic origin to all the right and privileges, programs and activities generally accorded or made available to students at Connors State College.” The Connors’ web site is available for employees and students [http://www.connorsstate.edu/](http://www.connorsstate.edu/).

Connors’ employees must not discriminate on the basis of race, color, sex, religion, nationality or ethnic origin. Connors abides by the Rehabilitation Act of 1973 which prohibits discrimination based on a physical or mental handicap.

Student Code of Conduct
The student code of conduct is found online in the College Catalog and in the Student Handbook. It clearly states that students shall not haze and/or discriminate based on race, color, sex, religion or national origin. The Student Conduct Committee is responsible for reviewing violations of the student code of conduct and for taking appropriate action, if necessary.

5) The mission documents provide a basis for the organization’s basic strategies to address diversity.

Patterns of Evidence
- Enrollment Statistics and Local Demographics
- Philosophy
- Curriculum Offerings and Grant Programs
- Special Programs for Students and Community
- Connors State College Transfer Guide
Enrollment Statistics and Demographics
Connors, in most recent Institutional Snapshot included in this report, indicates the following information and statistics. There were 2,316 students, enrolled in 25 different majors. Forty-seven percent at Muskogee, 30 percent at Warner, 7 percent at the correctional facilities, 7 percent at technology centers, day students at 55 percent, and full time students at 60 percent comprise the student population. Only 3.6 percent of the students were non-Oklahoma residents. More statistics are available in the Institutional Snapshots.

Philosophy
Connors’ “philosophy” resides in its Core Value statements “Connors...serves its employees, students, communities and stakeholders by operating within its values of adaptability, community, communication, integrity, service, and student success”.

Curriculum Offerings and Grant Programs
In order to promote academic diversity, Connors offers classes on all learning levels, including developmental or remedial courses. Developmental courses are offered in departments such as mathematics, English, reading and computer science. Connors’ offers both university transfer and technical programs to provide academic diversity (Connors State College Catalog and Transfer Guide).

In addition to developmental courses, Connors offers assistance to students needing tutoring or special instruction in their chosen field of study. The Temporary Assistance for Needy Families (TANF) grant program is administered by the FOCUS program located at the Port Campus. The program provides students in the process of re-entering the workforce opportunities to improve basic skills, such as computer and office skills, that are essential for success in today’s global society. Connors also works extensively with Indian Capital Technology Center (ICTC) in aiding students via the FOCUS program.

Connors hosts Summer Science Academies for Environmental Sciences for 8th through 11th graders. Minority students make up a large proportion of the Academy participants. This grant program is funded by the Oklahoma State Regents for Higher Education.

In addition to the course offerings and grant programs’ support, the academic and student support services provides peer tutoring opportunities for general education courses and some degree-specific programs. This allows Connors to serve students with varying skills and educational backgrounds. There are many active organizations on campus to meet a diverse population.

Special Programs for Students and Community
Connors offers special programs to its students, employees, and to the community which celebrate diversity. These programs include Hispanic Heritage Celebration and Black History Month and other selected events in conjunction with other universities, schools and communities.
Core Component – 1C

Understanding of and support for the mission pervade the organization.

1) The board, administration, faculty, staff, and students understand and support the organization’s mission.

Patterns of Evidence
- Publicized Mission
- Initiatives to Enhance Learner Opportunities
- Initiatives to Enhance the Community
- Initiatives to Enhance Alliances

Publicized Mission
The actions of the OSU/A&M Board of Regents, administration, faculty, and staff indicate that they are aware of and support the mission. The mission statement can be found on printed publications such as the catalog, course schedule, departmental brochures, and the school newspaper among other college publications. The mission is displayed at the college information center, the library, and other locations on campus. Connors’ mission statement may be accessed by a link from the homepage of the website and is also accessible from the online catalog and schedule. Members of the faculty have also included the mission statement in their syllabi.

Initiatives to Enhance Learner Opportunities
Connors participates in the OSRHE tuition waiver program for concurrent students that has enhanced concurrent enrollment.

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</thead>
<tbody>
<tr>
<td>Summer</td>
<td>19</td>
<td>18</td>
<td>21</td>
<td>19</td>
<td>30</td>
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<td>Fall</td>
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<td>Spring</td>
<td>72</td>
<td>79</td>
<td>138</td>
<td>201</td>
<td>252</td>
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CSC Institutional Snapshots

The Foundation has generally increased scholarship opportunities available to students as shown in Figure 17 below.

<table>
<thead>
<tr>
<th>Fiscal Years</th>
<th>Scholarship Dollar Amounts</th>
<th>Est. Number of Recipients</th>
</tr>
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<tbody>
<tr>
<td>1997-98</td>
<td>12,294</td>
<td>31</td>
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<tr>
<td>1998-99</td>
<td>10,815</td>
<td>27</td>
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<tr>
<td>1999-00</td>
<td>12,565</td>
<td>32</td>
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<td>2000-01</td>
<td>10,672</td>
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<tr>
<td>2002-03</td>
<td>33,890</td>
<td>85</td>
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<tr>
<td>2003-04</td>
<td>66,394</td>
<td>164</td>
</tr>
<tr>
<td>2004-06</td>
<td>21,869</td>
<td>55</td>
</tr>
<tr>
<td>2006-07</td>
<td>22,303</td>
<td>56</td>
</tr>
<tr>
<td>2007-08</td>
<td>13,620</td>
<td>33</td>
</tr>
<tr>
<td>2008-09</td>
<td>47,325</td>
<td>60</td>
</tr>
</tbody>
</table>
**Initiatives to Enrich the Community**

Connors hosts and participates in various community enrichment projects including blood drives, summer academies and agriculture judging and livestock camps, sports camps, the Brain Bowl and Interscholastic Contest, Aggie Day and Agricultural Interscholastic Contests, Bull Sales, plant sales and livestock shows.

Connors offers a wide range of community enrichment classes, such as workshops in floral design, horticulture, diversity in the workplace, child care management, coping with grief, domestic violence, ACT test preparation, and test anxiety, certification for aerobics instructors and personal trainers, and CLEET report writing.

Connors offers the use of its facilities to citizens and community organizations, such as the swimming pool in Warner and the eighth floor conference rooms at the Muskogee Downtown Campus, for such organizations as the Muskogee County Retired Educators and Muskogee Soroptomists. (See Criterion 5 and the Resource Room for Facility Usage and the master list of reservations for the Muskogee Downtown Campus).

**Initiatives to Enhance Alliances**

Connors continues to develop alliances within the communities it serves as evidenced by the following:

- The Nursing department has developed new partnerships with the following agencies to better prepare students for RN licensure and the associate degree: Solara Hospital (Muskogee), Tahlequah City Hospital, Cherokee Nation of Oklahoma, Jess Dunn Correctional Center, and Haskell County Hospital.

- Higher education opportunities have also been enhanced through an alliance among Indian Capital Technology Center, Connors, and Northeastern University, facilitating smooth and efficient transition towards advanced degrees.

- Northeastern State University and Connors have developed a marketing/communication campaign entitled “Orange to Green Smart Choice”. This alliance addresses changes in the way potential students acquire information regarding educative choices and the need to update traditional methods of communication with unique and creative ways to reach today’s students.

- The Scholars for Excellence in Child Care provides educational opportunities for child care professionals in a seven county area. Connors partners with the Oklahoma State regents for Higher Education and the Oklahoma Department of Human Services to provide the necessary coursework.

- In 2007 Connors established the Eastern Regional Health Care Workforce Coalition which formed alliances among Connors, NSU, Bacone College, Indian Capital Technology Center, Muskogee Regional Medical Center, Muskogee Community Hospital, Cherokee Nation of Oklahoma, Wagoner Community Hospital, and the Eastern Workforce Investment Board.
Core Component 1D

The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Connors’ governance and administrative structure enables the college to effectively fulfill its mission. This section describes the major features of the current governance and administrative structures.

1) Board policies and practices document the board’s focus on the organization’s mission.

Patterns of Evidence
- State Governance
- Institutional Governance

State Governance
The Oklahoma State System of Higher Education is the state’s legal structure for providing public education at the collegiate level. There are currently 25 institutions in this system, including two compressive graduate universities, eight regional universities, three special purpose universities and twelve two-year colleges.

The Oklahoma State Regents for Higher Education (OSRHE) is the State System’s coordinating board with powers, duties and responsibilities defined by Article XIII-A of the Oklahoma Constitution and State Statute (specifically Title 70 Oklahoma Statutes, sections 3202 through 3206). The OSRHE are responsible for the allocation of legislative appropriations to the institutions within the system. They also approve requirements for admissions, degrees offered, and tuition and fees charged.

Institutional Governance
The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges was created on July 11, 1944, by Section 31a, Article 6, of the Oklahoma Constitution. The Board, also referred to as the OSU/A&M Board of Regents, consists of nine members, one of whom is the President of the State Board of Agriculture. The remaining eight members are appointed by the Governor, by and with the advice and consent of the Senate. Except for the President of the State Board of Agriculture, Board members are appointed for eight-year terms to numbered positions on the Board representing Congressional Districts One through Five and three at-large appointments.

The Board has the supervision, management and control of the institutions listed below plus agricultural experiment stations and cooperative extension services located statewide. The institutions under the governance of the A&M Board include:
- Oklahoma State University and OSU’s Center for Veterinary Health Sciences located in Stillwater
- OSU branches in Oklahoma City, Okmulgee and Tulsa
The Board's powers to govern are constitutional and include; but are not limited to, those enumerated in Title 70, Oklahoma Statutes, Section 3412, and other laws and judicial decisions of the State of Oklahoma. Its functions are legislative in the establishing of all general policies affecting the institutions it governs, their relation one to another, and the prescribing of such rules and regulations as may bring these policies into effect. Its judicial functions are limited to acting as a court of final settlement for matters that cannot be satisfactorily adjusted by the presidents of the colleges. Its executive power is delegated in most instances to the presidents of the institutions and their authorized administrators. (http://regents.okstate.edu/history.html)

2) The board enables the organization's chief administrative personnel to exercise effective leadership.

Patterns of Evidence
- Board of Regents for the Oklahoma Agricultural & Mechanical Colleges Policies and Actions (OSU/A&M)

Board of Regents for the Oklahoma Agricultural & Mechanical Colleges Policies and Actions
As stated above, the OSU/A&M Board delegates its executive power to lead the colleges under its jurisdiction to the college president. Therefore, the Board relies on the College’s administrative personnel to carry out policy and execute the business and operation of the College. Connors’ leadership at the executive level is provided by the President’s Cabinet.

The following documents provide evidence of the governing boards’ support of the institution’s mission and that the Board enables Connors’ chief administrative personnel to exercise effective leadership are located in the HLC Resource Room:
- OSU/A&M Policy Manual (http://regents.okstate.edu)
- Agendas and Minutes of the OSU/A&M Board of Regents Meetings

3) The distribution of responsibilities as defined in the governance structures, processes and activities is understood and is implemented through delegated authority.

Patterns of Evidence
- Organizational Chart
- CSC Cabinet
Organizational Chart
The organizational chart in the Appendix defines the hierarchy of responsibility for Connors. The President’s Cabinet plays a major role in the development of ideas and plans related to the College’s mission. The implementation of these plans flow through the respective structures of the organization chart. The entire college community has access to the policies, the Strategic Plan, and the organizational chart that outline authority and communication structure to fulfill Connors’ mission.

The governance of the College is shared among the OSU/A&M Board of Regents, the administration, faculty, staff and representatives of the student body. Campus groups which actively take part in the governance include the President’s Cabinet, Academic Council, Enrollment Management and Student Services Council and the Student Government Association along with numerous standing and ad-hoc committees.

CSC Cabinet
The Cabinet is composed of the President, Executive Vice President (who also serves as acting Vice President for Academic Services), Vice President for Fiscal Services, Vice President for Enrollment Management and Student Services, the Director of the Muskogee Branch Campuses and Director for Institutional Advancement/Executive Director of the Connors Development Foundation. When needed, the Director of Human Resources also attends the Cabinet meetings. The Cabinet meets on a regular basis and provides an opportunity for each member to share and discuss current activities, accomplishments, challenges, new initiatives, and plans within their area of responsibility. Minutes of the President’s Cabinet Meetings can be found in the Resource Room.

4) People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.
   Patterns of Evidence
   - Mission Commitment
   - Qualifications

Mission Commitment
As previously mentioned, the President’s Cabinet provides an opportunity for the executive administration to discuss any new requirements mandated by federal or state legislation, policy revisions from OSRHE and/or OSU/A&M Board of Regents and how these events will impact the Institution’s ability to meet its mission.

Qualifications
The Cabinet members all have extensive experience in higher education. Copies of their vitae are available in the Resource Room.

5) Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic process.
Patterns of Evidence

- Vice President for Academic Services
- Academic Council
- Curriculum Committee
- Academic Appeals Committee

Vice President for Academic Services
At the present time, the Executive Vice President is also serving as the acting Vice President for Academic Services. In her role as chief academic officer, she provides leadership for all academic issues. She recommends the composition of the College’s standing committees and chairs two of the primary committees that deal with academic issues herself - the Academic Council and the Curriculum Committee.

Academic Council
The Academic Council consists of the Vice President for Academic Services (Chair and non-voting), Division Chairs for Agriculture, Business and Computer Information Systems, Fine Arts and Communications, and Social Sciences, the Directors for Assessment and Student Learning, Library Learning Center/External Funding, and the Nursing Program, and the Director of Institutional Research/SCT Operations.

Academic Council members function as academic leaders and supervisors of their respective departments. They are responsible for curriculum, academic and program assessment, semester schedules, full-time and part-time faculty, and budget preparation. The Division Chairs and the Director of Nursing also serve on the Curriculum Committee.

Curriculum Committee
The Curriculum Committee consists of the Division Chairs for Agriculture, Business and Computer Information Systems, Fine Arts and Communications, and Social Sciences, the Director of Nursing and four faculty members. The Vice President for Academic Services and the Registrar are ex-officio members. Any additions, deletions or modifications to the curriculum must first be presented and receive a recommendation from the curriculum committee before submission to the entire Academic Council.

Student Academic Appeal Committee
The Student Academic Appeal Committee is in place to provide students an opportunity to be heard in the event of an academic dispute. While every attempt is made to settle the dispute before it reaches the committee, a procedure is in place and can be found in the College Catalog and the Student Handbook. The committee includes a Division Chair as well as faculty and student services representatives.

6) Effective communication facilitates governance processes and activities.

- Electronic Mail
- Employee Portal
- President’s All-Employee Meetings
- Director of Human Resource Meetings
Area Meetings in Academics, Enrollment Management and Student Services, and Fiscal Services

Electronic Mail
All college personnel have a Connors electronic mail account. Any CSC employee can forward pertinent information to the appropriate personnel or to all personnel via a global electronic mail list, CSC-Employees (csememployees@connorsstate.edu). This global list is useful in disseminating important information concerning meetings, campus events, student activities, and a host of other items.

Employee Portal
All College personnel have access to an employee portal through Connors’ website. College personnel can access information such as the Faculty/Staff Handbook, the Crisis Management Plan, Committee Lists, as well as various institutional forms. A link is also provided to OSU/A&M web site for employees to access their payroll information.

President’s All-Employee Meetings
Connors’ President holds all-employee meetings at the beginning of the Fall and Spring semesters. He uses this opportunity to inform the employees of issues affecting the college. These meetings include updates of campus events and initiatives, introduction of new employees, budgeting issues and legislative issues at the state level.

Director of Human Resource Meetings
The Director of Human Resources has held listening sessions with faculty and staff to identify issues or questions. She then presents the information to the Cabinet and/or appropriate administrator for responses. In addition, she recently began regular meetings of mid-level administrators/supervisors to discuss issues and information. The Cabinet level administrators are being asked to attend a meeting so questions can be asked and issues be discussed in their area of responsibility.

Area Meetings in Academics, Enrollment Management and Student Services, and Fiscal Services
The vice presidents hold regular meetings with the management staff in their respective areas, such as the Academic Council and the Council for Enrollment Management and Student Services. Information is presented and issues discussed. Recommendations are also made in these meetings.

The Academic Council agendas are placed on the CSC website to promote information sharing. The management staff is expected to share the meeting information with their staff. This does not always occur, so there are some gaps in communication. The semester inservices also provide opportunities to provide information to faculty and adjunct faculty.

7) The organization evaluates its structure and process regularly and strengthens them as needed.
Pattern of Evidence:
- Organizational Chart

Structures
Connors revised its organizational chart in April 2009 to better meet the mission and goals of the institution. As a result of the reorganization the number of top-level administrators was reduced. This also brought Connors more in line with the state’s directive to reduce the administrative percentages at the colleges and universities. In the early 2000’s, CSC had five vice presidents. This number has been reduced to one executive vice president and two other vice presidents in fiscal services and enrollment management and student services. The organization structure corresponds with the model that many higher education institutions utilize.

Core Component --- 1E
The organization upholds and protects its integrity.

1) The activities of the organization are congruent with its mission.

Patterns of Evidence:
- Activities

Activities
In accordance with the mission, Connors’ educational programs and services are designed to assist citizens achieve their potentials, to enrich their lives, and to become responsible and productive members of society by providing:
- General education for all students
- Education in several basic fields of university-parallel study for those students who plan to transfer to a senior institution
- Education in one year programs of technical and occupational education to prepare individuals to enter the labor market
- Developmental education for those whose previous education may not have prepared them for college
- Continuing education opportunity in both formal and informal programs of study especially designed for adults and out-of-school youth
- Assessment and guidance services designed to maximize program potential thus enabling students to reach their educational goals

Academic programs, student services, and community services offered mirror the mission. For example, CSC’s academic programs are both transfer and technical programs both two year and one year in length. Another example is the developmental education courses offered to students who require additional preparation for college level courses. The strategic plan also incorporates the mission into the general areas of emphasis.
2) The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.

Patterns of Evidence:
- Oklahoma State Regents for Higher Education Policies and Reporting Requirements
- OSU/A&M Board of Regents Policies and Audits
- Fiscal Responsibility

Oklahoma State Regents for Higher Education Policies and Reporting Requirements
The Oklahoma State Regents for Higher Education Board of Regents operates under the State’s open meeting laws. Members of the Board sign a loyalty oath and an oath of office. In addition to stating that they will support the laws and constitution of the United States and the State of Oklahoma, the oath of office includes an affirmation that the Board member will not knowingly receive, directly or indirectly, any money or other thing of value, for the performance or nonperformance of any act or duty pertaining to his/her office.

Numerous reports and documents have to be sent to the Oklahoma State Regents for Higher Education for review and approval or for informational purposes. Some of these include:
- Annual remediation reports
- Annual or end reports for any grants funded by the Oklahoma State Regents for Higher Education
- Annual academic plans
- Annual assessment reports
- Semester enrollment reports
- Semester data for the Unified Data System (UDS), which includes 75 specific student data elements
- Annual proposed budget
- Annual reports on technology resources

OSU/A&M Board of Regents Policies and Audits
The OSU/A&M Regents also operate under the State’s open meeting laws. Members of the Board sign a loyalty oath and an oath of office. The Board of Regents for the Oklahoma Agriculture & Mechanical Colleges sign an ethics report each year and must have fifteen hours of approved professional development training within the first two years of their appointment to the Board.

The OSU/A&M Board is responsible for overseeing and approving the annual audit reports for all member institutions, including Connors. The Board has access to all records of expenditures. At meetings throughout the year, the Board monitors the fiscal conditions of all of its member institutions. Board members receive monthly reports on the fiscal condition and stability of the institutions (copies of the Board Minutes are located in the Library Learning Center, President’s Office and the Resource Room).
CSC policies have to be approved by the OSU/A&M Board. Typically the draft policies are sent to the OSU/A&M Board’s Office of Legal Counsel for review prior to presentation to the Board. Connors also consults with the Office of Legal Counsel on contracts, such as the Nursing Program’s contracts with clinical sites, and other legal documents prior to submission to the board. Purchases over $10,000 have to be sent to Oklahoma State University’s fiscal offices for bidding, and purchases of $60,000 and over have to be approved by the OSU/A&M Regents.

New academic programs and academic program modifications have to be approved by both the OSU/A&M Board and by the Oklahoma State Regents for Higher Education. This is in addition to the internal review and approval by the Curriculum Committee, Academic Council, and the President.

The audit staff of the OSU/A&M Board also conducts regular audits of the technology infrastructure and security at CSC. The most recent audit was an audit of, “Information Technology Systems Procedures for Data Backup,” in Spring 2010. CSC has to provide a response to the audit findings, develop an action plan, and report results. These are reviewed by the audit staff for approval. Other periodic audits have been conducted for the entire OSU/A&M System; one of the last was of the Registrar’s Office. (Audits are available in the Resource Room.)

**Fiscal Responsibility**

The current Vice President of Fiscal Services has 22 years of experience and is assisted by a controller, who is a certified public accountant, and another accountant. The Fiscal Services office follows all state laws as well as national accounting guidelines and maintains a reserve as required by the Oklahoma State Regents for Higher Education.

Fiscal integrity is enhanced by the report of an external auditor, Stanfield & O’Dell, and internal audits, along with various audits during the year by granting agencies as well as the Office of State Finance. This ensures compliance with all state statutes and regulations. Reports from these audits are presented to the OSU/A&M Regents by the Vice President of Fiscal Services (copies of the Board of Regents Minutes are located in the Resource Room). Auditors from the OSU/A&M Board of Regents also assist the fiscal office with any issues relating to audits.

3) **The organization understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities).**

**Patterns of Evidence:**
- **Laws and Regulations**

**Laws and Regulations**

Connors State College understands and complies with all applicable laws and regulations set forth by the federal and state government and the Oklahoma State Regents for Higher Education. All college personnel comply with Public Law 93380 (known as the Buckley
Amendment or as the Privacy Rights of Parents and Students—Section 438 of the General Provisions Act).

Connors follows the provisions of the Americans with Disabilities Act of 1990 (ADA), the Civil Rights Act (1964), and Title IX of the Education Amendments (1972) (a copy of the Faculty & Staff handbook, Student Handbook, and the Students with Disabilities Handbook is on the College website and is located in the Resource Room. A copy of the Adjunct Faculty Handbook is located in the Human Resource Office and the Resource Room.

The Cleary Act Handbook for Campus Crime Reporting is located in the Director of Residential Life Office and on the Connors State College website and is in the Resource Room. CSC is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). A copy of the Act is in the Vice President for Enrollment and Student Services Office and on the website.

Administrators attend Oklahoma State Regents for Higher Education (OSRHE) policy workshops each year, and all staff, administrators and faculty have access to the OSRHE Policy and Procedures Manual through the Regents’ website at www.okhighered.org.

Key personnel who deal with Emergency Management are required to take training through Homeland Security’s National Incident Management System. (This information is located in the Vice President for Enrollment and Student Services Office).

4) The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

Patterns of Evidence:
- Policies in the Employee Handbook
- Policies in the Catalog, Student Handbook, ADA Handbook, and Housing Rules

Policies in the Employee Handbook
Connors’ Employee Handbook provides guidance in regard to campus activities and to policies/procedures relating to personnel, vacations, discrimination, and employment. These policies are meant to be a guide to operational policies for the personnel at Connors State College. These policies are reviewed and updated annually by the Human Resource Department and the President’s Cabinet and approved by the OSU A&M Board of Regents. The Office of Legal Counsel for the OSU A&M Board of Regents provides assistance as needed in addressing policies that impact staff.

Policies in the Catalog, Student Handbook, ADA Handbook, and Housing Rules
Student-related policies are included in the Catalog. These pertain to admissions, registration, financial aid, payment of tuition/fees, and academic appeals. The Student Handbook contains policies regarding student behavior, affirmative action, communicable diseases, student complaints, and statistics from crime on campus. The ADA Handbook describes the
request for accommodations, what documentation is necessary, and provides general information on examples of accommodation and examples of disabilities that require accommodation. The Housing Rules are distributed at the beginning of the semester to students in housing. They cover rules for guests, maintenance of the student’s residence, who to contact for needs such as an inoperable key, and additional rules for students.

5) The organization’s structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.

Patterns of Evidence:
- Co-Curricular Activities
- Auxiliary Activities

Co-Curricular Activities
Student organizations at Connors are sanctioned each year by the Vice President for Enrollment and Student Services office and are under guidelines with regard to affiliation status, membership and sponsors. The Director of Residential Life has oversight of the organizations and organizational activities. Within the department, the Coordinator of Student Life has the primary responsibility of implementing and organizing student activities.

All activity funds are deposited in pass-through accounts overseen by the Vice President of Fiscal Services. Expenditures are monitored and require two signatures from the club representatives for the disbursement of funds. This provides security and integrity in the operation of all clubs and organization on campus.

Auxiliary Activities
The Fiscal Services Office has overall responsibility for the auxiliary services of the College, which include the bookstore, food service, residence halls, student activities, athletics and the Wellness Center. These are assisted through the Fiscal Services Office with proper budgeting and monitoring of funds. Connors is continually looking for new auxiliary services to meet the needs of the students, including enhanced payment plans and convenient access to all the services of the College.

6) The organization deals fairly with its external constituents.

Patterns of Evidence:
- Community Access
- Employee Hiring Process

Community Access
Many outside agencies use Connors’ facilities. These include civic organizations, public schools, state agencies, and the general community. Fees for usage of facilities and equipment by outside agencies are reasonable. The Library allows community as well as minority-aged dependents of Connors’ employees and students to have access to computers, internet, fax machines, photo copying and printing. Printing and copying fees are reasonable.
Associate in Applied Science programs of Child Development and Nursing are required to have advisory committees comprised of community members. Many members of Connors State College’s faculty serve on advisory committees/boards for external agencies.

**Employee Hiring Process**

Connors’ hiring processes ensure that every effort is made to search for, hire, and retain quality personnel. All full-time positions are advertised in local and area newspapers. Top administrative positions are advertised in the *Chronicle of Higher Education*. Other methods of advertising for administrators and faculty have included online job searches and specialized publications. Adequate time is given for applicants to submit applications and resumes. All available positions are posted on the College’s website along with postings on all Faculty/Staff bulletin boards and via email.

All applications are reviewed based on the requirements of the vacant position. Consideration is given to the applicant’s qualifications, skills, aptitude, previous experience, and education. Full-time job-related interviews may be arranged and conducted by the supervisor or department head. All interview committees consist of at least three full-time employees pre-approved by the Human Resource Department. (A copy of the Employee Handbook is in the Resource Room).

7) **The organization presents itself accurately and honestly to the public.**

**Patterns of Evidence:**
- Public Records
- Publications Made Available to the Public

**Public Records**

Meetings of the Oklahoma State Regents for Higher Education and OSU/A&M Board of Regents are open to the public. Copies of the both Boards’ minutes are available for public review, and Board actions are made available to the media. All financial information is made available upon request.

**Publications Made Available to the Public**

Connors’ Strategic Planning Goals and Objectives are posted for public review on the webpage and the Master Plan is available upon request. Connors’ semester class schedule displays enrollment dates, cost of attendance, policies, and admission and financial aid information. Class schedules and the Catalog are placed on the college’s website. College activities are also publicized on the website and in print media. The CSC Snapshot is also distributed to the public in meetings and workshops.

8) **The organization documents timely responses to complaints and grievances, particularly those of students.**

**Patterns of Evidence:**
- Employee Grievance Policy
- Student Grievance Policy and Logs
Connors has policies and procedures that allow students, faculty, and staff to convey any complaints and grievances. These procedures are available to students, faculty, and staff through Connors’ website and the Human Resources Office. The College President has an open door policy and welcomes dialogue from all of Connors’ internal and external constituencies.

**Employee Grievance Policy**

Employee grievance procedures are explained in detail in the Employee Handbook. Human Resources manages the handling of employee grievances. Assistance can be provided by the OSU/A&M Board of Regents’ Office of Legal Counsel. Other agencies may also be involved in grievances, such as those related to workman’s compensation.

**Student Grievance Policy**

Policies for students are detailed in the College Catalog, the ADA handbook, and the Student Handbook. Logs of both academic and student grievances are kept in the Office of the Vice President for Enrollment Management and Student Services, unless the grievance is one that involves the Office of Human Resources. All policies have to be reviewed by the Office of Legal Counsel for the OSU/A&M Board and approved by the OSU/A&M Board.

**Strengths**

- All mission documents clearly state the goals of Connors State College and reflect its commitment to excellence.
- Student support programs and services illustrate Connors’ commitment to student success.
- Connors has an excellent Board of Regents committed to the mission of the college.
- Connors maintains an open door policy to facilitate communication between the administration, faculty, and staff with students and community members.
- Connors has a formalized plan for reviewing the mission documents and strategic plan on a regular basis.
- To ensure ethical operations, Connors has many levels of both internal and external review to oversee that requirements are being met.

**Opportunities for Improvement**

- Increase the percentage of Connors’ employees who believe they have adequate input in the decision making process.
Criterion 2: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Connors responds to challenges and opportunities by looking forward and making adjustments and improvements as dictated by societal changes. Since the last HLC/NCA comprehensive visit, many steps have been taken to create this future-thinking mindset. Strategic planning has become formalized and made more inclusive. More data has been collected and environmental scanning has expanded to assist in planning.

CORE COMPONENT - 2A

The organization realistically prepares for a future shaped by multiple societal and economic trends.

1) The organization’s planning documents reflect a sound understanding of the organization’s current capacity.

Patterns of Evidence:
- Connors State College Strategic Plan, 2007-13
- CSC Annual Project Management Process and Documents
- CSC Annual Academic Plan
- CSC Master Facilities Plan and Related Capital Bond Plan
- CSC Snapshot
- CSC Annual Budget Projections for the OSRHE

Connors State College Strategic Plan, 2007-13

In developing a new strategic plan and reviewing the mission in 2007, the College utilized a different method for individual departments/divisions to submit their annual goals and requests rather than the annual “Project Management.” format. A “SWOT Analysis” was conducted by each department/division to analyze departmental or program strengths, weaknesses, opportunities, and threats.

During 2007-2008, a strategic planning task force was formed and met regularly to analyze data, review prior strategic goals, and develop new directions for the college. The task force consisted of full-time faculty, adjunct faculty, staff, administration, alumni, a student, and
community members. A consultant was hired to analyze the SWOT data and to facilitate the strategic planning process of the task force.

Eventually, the task force information was compiled into a draft mission and a draft strategic plan that were e-mailed to all faculty, staff, and students for review and edits. The final plan was adopted by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (OSU/A&M). The strategic plan is located on the Connors’ web site at http://www.connorsstate.edu/PDFs/CSC%20Key%20Scorecard%202007%20Strategic%20Plan%20--%20Goals%20and%20Objectives%20Accomplished%2008-10-10.pdf.

Measures and indicators for developing the plan included:
1. Results of last year’s project management requests and disposition of those requests.
2. Staff listening sessions – comments were recorded by staff prior to sessions and then discussed.
3. The annual academic assessment report submitted to the State Regents for Higher Education (OSRHE) – including information on entry-level assessment, grades, success rates, mid-level assessment, alumni surveys, withdrawal surveys, transfer information, and other related information.
4. Information from enrollment meetings, held after the beginning of each semester.
5. Budgetary and audit information and projections.
6. Student enrollment information, such as totals, ethnicity, part-time/full-time status, and academic characteristics.
7. Information from surveys conducted by our vendors and other stakeholders.
8. Environmental information – such as area workforce projections, funding possibilities, and board or other higher education mandates.
9. Information from surveys sent to all constituencies of the institution – including students, faculty, staff, parents of dependent students, community members, alumni, educational institutions from which we receive or send students, vendors, and other stakeholders.

CSC Annual Project Management Process and Documents
Based upon the strategic plan or an academic program’s objectives, each program area develops and submits an annual Project Management document. The document includes these areas:
- A listing of the program area’s objectives for the current year.
- A discussion of whether or not the objectives were met. If some were not, an explanation is provided.
- The next year’s listing of objectives.
- How the objectives will be assessed.
- Objectives for the next three (03) years.
- A description of how the objectives will be met.
- A description of how the program area will be marketed.
- Current weaknesses of area.
- Current strengths of area.
- Budget summaries for the current year and the next year.
- Projected costs for equipment needed.
- Current number of employees and numbers of students/staff/constituents served.
- Additional employees requested.
- Reduction in current employees requested.

The Project Management documents are submitted electronically to the Executive Vice President who prepares a spreadsheet summary of positions requested, budget increases, and equipment requested. This document is utilized in planning for the next year’s budget.

**CSC Annual Academic Plan**

Also linked to the CSC Strategic Plan is the CSC Academic Plan. Connors submits an annual Academic Plan to the Oklahoma State Regents for Higher Education addressing the following: (Copies are available in the Resource Room).
- Technology.
- Academic efficiencies.
- A Learning Site Report.
- The College’s strategic plan (if not already on file at the State Regents).
- Academic priorities for the next year – tied to the Strategic Plan.
- Three-year enrollment projections.
- Technology future plans – tied to the Strategic Plan.
- Future academic efficiencies.

**CSC Master Facilities Plan and Related Capital Bond Plan**

A Facilities Plan is developed and submitted to the Oklahoma State Regents for Higher Education on a five-year cycle. In addition to the Facilities Plan, the College also submitted a plan for spending a state capital bond appropriation of $7.2 million. The Plans are available in the Resource Room.

**CSC Snapshot**

The CSC Snapshot is a “snapshot” view of the College and the environment. Listed is current enrollment, with various enrollment groups such as minority enrollments. Trends in enrollment for the last 10 years are also included. Academic program major enrollments and total graduates are on the Snapshot. A summary of assessment tools and results, such as the ACT average for CSC, is provided, as well as data from student or alumni surveys. Student, faculty, and staff accomplishments are summarized as well as service provided to the area. State employment data and regional/state statistics, such as the state ACT average and the percentages of college graduates, are also included. The Snapshot provides a current view of the institution for both internal and external constituencies.

**CSC Annual Budget Projections for the OSHRE**

Annually the College submits budget projections to the Oklahoma State Regents for Higher Education based upon the Regent’s scenarios for budget decreases or increases at different levels. The projections also include examples of what can be accomplished, such as hiring extra faculty, for increases or for decreases, such as reducing the number of classes offered.
2) The organization’s planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.

Patterns of Evidence:
- Strategic Plan
- Academic Plan
- Technology Plan and Audits
- C-Key Account Activation
- Capital Bond Plan
- Library Report

All of the above listed “Patterns of Evidence” address future plans for technology. Examples in the Strategic Plan and the Academic Plan address adding more multimedia for classroom instruction and updated computers for instruction and instructional support.

Another example of addressing emerging factors in technology is the addition of more security for faculty, staff, and student access to the CSC network and their e-mail to meet FERPA demands. The student e-mail system was changed to the system utilized by Oklahoma State University so faculty, staff, and student e-mail would have the same security levels. The C-Key system has a password and a challenge secret word or phrase to maintain security. Also, the system can be utilized to broadcast emergency or other important message via e-mail or by text to cell phones (if the user provides that information).

Student demographics are analyzed each semester by the Institutional Research/SCT System Administrator. Average age, minority percentages, full-time and part-time enrollment, commuter percentage, students living on campus percentage, average ACT scores, concurrent high school enrollment, cooperative alliance enrollment, correctional sites enrollment, and other data elements are included. From that information, trends can be identified although the student body has not changed dramatically in the last 10 years.

Area demographics are obtained from the Oklahoma State Regents for Higher Education reports, Census data, area Workforce information, state employment data, and anecdotal information from meetings held with area high schools and higher education institutions.

Nationwide trends in demographics and globalization are identified from a review of current literature, the Census, attendance at professional meetings, and membership on state boards. Globalization is addressed more fully in the next section.

The Strategic Plan is updated annually to reflect any changes that may impact the institution. For example, enrollment projections have not been reduced because the area population has not decreased and, according to data from the Oklahoma State Regents for Higher Education, the rate of area high school graduates going directly to college is still one of the lowest in the State of Oklahoma. Updates are e-mailed to all CSC staff and faculty.
3) The organization’s planning documents show careful attention to the organization’s function in a multicultural society.

Patterns of Evidence:
- CSC Membership in Oklahoma Association of Global Education
- General Education Objective on Global Education
- Global Education Committee
- Diversity of Students & Faculty/Staff Response to Diversity – IR Data and ACT Faces of the Future Survey Results
- Student Support Services
- Upward Bound
- Veterans Upward Bound

CSC Membership in Oklahoma Association of Global Education
Connors joined with other public two-year colleges to form the Oklahoma Global Education Consortium (OGEC). The purpose of the group is to foster collaboration among institutions to achieve the goal of preparing individuals and communities to participate in the global society and economy (OGEC website: http://www.ogec.org/).

Benefits of the organization include:
- Access to the OGEC listserv which provides information on global education activities/events around the world and information on outside funding opportunities. (See below).
- Networking opportunities with Oklahoma, national, and international educators.
- Opportunities for collaboration on global education activities and funding projects with other colleges.
- Opportunities to receive information and participate in consortium-sponsored conferences and workshops.
- The opportunity to nominate a candidate for the OGEC Steering Committee. Annually the Consortium holds a Global Education Conference that features international, national, and state speakers, as well as workshops. CSC has been a very active member in this organization. Some of the activities have included:
  o In October 2000, Connors hosted the conference at Fountainhead Lodge on Lake Eufaula.
  o Two administrators at CSC have held the Chair and Secretary positions, as well as being Conference Chair and Chair of the Adjunct Faculty/Faculty/Staff Awards Committee. A member of the CSC administration or faculty has been on the steering committee since the inception of the Association.
  o From six to fourteen members of the CSC faculty and staff have attended the annual conferences each year. Involvement in this conference has been listed as an objective in the annual Academic Plan submitted to the Oklahoma State Regents for Higher Education (see Academic Plan).
  o Two full-time instructors were chosen as “OGEC Faculty of the Year,” receiving recognition at the conference and $500 each from the Association.
Two CSC students received the top essay awards in the annual essay contest. They received recognition at the conference and cash awards of $200.

Faculty and administrative members have made presentations at the annual conference.

This conference has been instrumental in developing more global education activities within the curriculum.

**General Education Objective on Global Education**

The influence also led to the development of a general education objective that focuses upon global education. The “Goals of Global Awareness” are as follows:

Students who have developed global awareness will be able to demonstrate at least one of the following:

- Knowledge of geography, history, culture, values, and/or language of another country.
- Knowledge of the impact of economic, political, health, environmental, and/or technological changes on people around the world.
- Knowledge of how the American culture has been impacted by other cultures.
- Knowledge of contributions made by other cultures to the scientific world, to medicine, to the arts and humanities, to education, to business, and other areas of study.
- Participation in some activity that has the potential to increase awareness of another culture.

The general education objective is embedded within the curriculum of certain classes in the general education and nursing curriculum (see Criterion 4 for additional information).

**Global Education Committee**

Another step was the formation of a campus standing committee for Global Education. The committee has sponsored annual programs for faculty, staff, and students, including:

- A presentation of East Asian Indian history and an Indian dance performance.
- Partnering with Northeastern State University and Tulsa Community College to host a Fulbright Muslim Scholar from Indonesia, with two presentations at CSC.
- Partnering with Oklahoma City Community College to host a Fulbright Scholar’s presentation at CSC and a Muskogee Public School elementary school on music.
- A presentation on New Zealand by a faculty member who had completed a visit as a Fulbright Scholar.
- A presentation on China from a visiting Chinese citizen who was teaching in the Muskogee High School.
- A faculty in-service presentation on infusing global education into the curriculum.
- Displays in the libraries at Muskogee and Warner.
Diversity of Students & Faculty/Staff Response…
Connors has a multicultural population, with over 41 percent of the students being minority. According to reports by the 2009 and 2010 Community College Week Special Report on Top Associate Degree Producers, Connors ranked 13th in 2009 and 7th in 2010 of the top “Associate Degree Producers” of American Indian students.

With this large of a minority population, it is important to measure those students’ perceptions of how they were treated by faculty and staff. Since 2005, the ACT Faces of the Future survey has been administered to a representative sample of CSC students to provide a measurement for their perceptions, as well as other areas. Consistently CSC faculty, staff, administrators, and other students were ranked in the top five on agreement with the following statements:

- Instructors treat students in my racial/ethnic group with respect.
- Students in my racial/ethnic group are treated with respect by students in other racial/ethnic groups.
- I would recommend this college to friends and relatives.
- Instructors/administrators treat students of my gender with respect.

The top five for Spring 2010 included the following:

- Instructors/administrators treat students of my gender with respect.
- Instructors treat students in my racial/ethnic group with respect.
- I would recommend this college to friends and relatives.
- I feel that I fit in at this college.
- Administrators/non-teaching staff treat students in my racial/ethnic group with respect.

In addition, the institutional averages (based upon a survey of 274 credit students) were higher than the national survey averages on all top five responses, with a range of differences from .24 to .05.

The following TRIO programs also serve diverse groups and include opportunities for multicultural activities.

Student Support Services
Student Support Services program funds are earmarked to provide transportation for participants to cultural activities. The program provides multicultural enrichment activities yearly. During these activities students from various cultures share holiday traditions, religious practices, and cuisines from their cultures. Tutoring is available for students in the tutoring center.

Upward Bound
Upward Bound provides multicultural activities during annual summer trips. Participating high school students and staff members travel to a variety of areas, such as St. Louis, Dallas,
and Houston, to take part in multicultural activities. Some of the participants have never traveled out of Oklahoma.

**Veterans Upward Bound**
This federally-funded program provides a wealth of services to veterans in the region, whether they attend Connors or other postsecondary institutions. Veterans with two years active duty service receive five hours of advanced standing credit in personal health and physical education.

4) The organization’s planning processes include effective environmental scanning.

**Patterns of Evidence:**
- Impact of Internal and External Constituents
- Academic Council Meeting Agendas
- Curriculum Committee Meeting Agendas
- Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (OSU/A&M) Meeting Minutes
- Oklahoma State Regents for Higher Education Academic Program Modification Forms
- Faculty and Staff Evaluations
- Institutional Student Surveys

**Impact of Internal and External Constituents**
Through monthly administrative council meetings, issues are regularly identified and addressed. One such issue was the identification of a need for a “One-Stop” area for admissions/registration, advising, cashiering, and financial aid at the Warner Campus. These areas had been spread in three different buildings across the campus. Through Capital Bond funds, Gatlin Hall (a former women’s residence hall) was remodeled into a “One-Stop” center. It opened in July 2007.

Other examples are in the curriculum area. Each year the Agriculture Division participates in the Oklahoma State University (OSU) meeting for two-year colleges with agricultural programs. During this meeting any curriculum changes at OSU are presented and transfer issues are discussed. In addition, OSU continually informs the various state two-year programs of any other changes. From that annual meeting, the Agriculture Division has made changes in program curriculum for the Agriculture and Horticulture Programs in 2008, effective for 2009, to assist students in transfer. Most of the Agriculture students transfer to OSU or to out-of-state institutions.

Another example is in the Child Development associate level programs. The Advisory Board for Child Development and the NAEYC accreditation team made curriculum-change suggestions which led to changes in 2007, 2008, and 2009. Changes were also made in Business Administration and Pre-Education due to feedback received from Northeastern State University faculty and administrators in 2007. Most CSC students in these program areas transfer to Northeastern State University.
Curriculum changes start with the Curriculum Committee, move to the Academic Council, and then to the Executive Vice President and President. The next step is to recommend changes for approval from the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (OSU/A&M). If approved, an “OSRHE Academic Program Modification Form” must be submitted to the Oklahoma State Regents for Higher Education, the final step in approval. Input comes from many constituencies and many levels. The added dimensions of external accreditations help CSC maintain the quality of educational programming. The programs which have these accreditations are Child Development and Nursing (RN).

Another example of external impact came from the State of Oklahoma. The Governor has mandated that Oklahoma be compliant with the National Incident Management System (NIMS) by December 2010. All faculty and staff have been required to complete the first two components of the NIMS training by that time either through individual work on the NIMS website or through monitored training during the Fall 2010 in-service. Designated administrators will complete the full training with the online components and weekend workshops. NIMS training and planning builds an infrastructure for responding to emergencies. In our current and changing environment, the importance of safety is paramount for institutions.

Faculty and Staff Evaluations
Individual performance evaluations and goals provide assessment of job knowledge and skills of staff. Once again, Connors recognized a need to reestablish a central location for these documents, so a Director of Human Resources was hired soon after the current President took office. CSC conducts annual evaluations of all employees following various contractual guidelines.

Institutional Student Surveys
In addition to the ACT Faces of the Future, several surveys have been created by departments, such as enrollment management, housing, library, and student activities, to scan the environment. The survey from enrollment management was produced through SurveyMonkey with access from the CSC website home page. There were over 250 responses to the survey that asked questions about class schedules, academic programs, student services, and other related areas. One of the changes that came from a review of the results was the introduction of Saturday classes. Although the classes do not have a large demand, the enrollment has been sufficient to offer the classes and does provide a service to students with work, family, or other demands.

5) The organizational environment is supportive of innovation and change.

Patterns of Evidence:
- Technology Plan
- New Programs/Partnerships
- Student Support Innovation
Technology Plan
Annually, Connors is required to submit a data processing and telecommunication plan to the Office of State Finance detailing anticipated projects and expenditures for data processing and telecommunications. Connors has used IT audits from the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges audit division to review policies and procedures in the area of technology for the campus and for instruction (examples of these planning documents may be found in the Resource Room).

The College has committed both institutional funding and capital bond funding to enhance technology for instruction. Classes offered through instructional television, blended classes and on-line classes have grown since the infrastructure was provided. For example, courses offered through ITV increased from 62 in 2007-08 to 80 in 2008-09. The ITV enrollment increased to 2,100 in 2008-09 from 1,554 in 2007-08. Enrollment also increased in the online and blended courses to 1,525 from 921 in 2007-08. (Source: Distance Education Specialist’s records).

For the 2008-2009 academic year (not including summer), the summary of ITV, blended, and online courses, sections, and enrollments (duplicated) as noted by the Distance Education Specialist, includes the following:

- 80 ITV Courses
- 163 ITV sections
- 9 ITV sections went to area high schools for concurrent enrollments
- 2,100 duplicated enrollments in ITV courses
- 489 hours in ITV courses, or 6,300 man hours
- 80 online and blended courses
- 84 sections of online and blended courses
- 1,525 duplicated enrollments in online and blended courses
- 240 hours in online and blended courses

New Programs/Partnerships
The Associate in Arts in Child Development was added to serve area HeadStart centers since the federal requirements changed for the employees. Realizing the need for more RN’s, the CSC Nursing Program applied for and received a federal grant for adding an evening career ladder program for LPN’s and Paramedics. This opened slots in the daytime program and also provided an avenue for LPN’s and Paramedics to continue working in the day. Another grant was applied for and received from the Oklahoma State Regents for Higher Education for expansion of the nursing program to add two faculty so more students could enroll in Nursing.

Decreases in funding do impact development of new academic programs, such as in the area of health care. In addition, the decreases limit addition of academic services for existing academic programs; one of the areas of need is developmental education. Approximately 80% of CSC students have to complete at least one developmental course, typically mathematics. To better serve and retain this large segment of the student population, CSC
would like to add a coordinator, another instructor, and tutors. Connors needs to seek grant funds for these proposed academic activities.

In order to serve students who will transfer to a four-year institution or enter the workforce, Connors has formed several partnerships and articulation agreements. The Child Development Program established articulation agreements with Northeastern State University, East Central University, and the University of Central Oklahoma to further transfer and to assist transfer students in receiving scholarships funded by the Oklahoma State Regents for Higher Education and the Oklahoma State Department of Human Services.

Other partnerships with the Oklahoma State Regents for Higher Education and the Oklahoma State Department of Human Services include the Focus program, Temporary Assistance for Needy Families (TANF) and Child Development Associate Initiative (Scholars for Excellence in Child Care Program) grants that provide adults with opportunities in higher education. The TANF grant employees work with adults in the area who are receiving temporary assistance, by helping them to obtain the necessary job skills training that will lead to quality occupations.

In an effort to improve the quality of childcare in the state of Oklahoma, the Scholars for Excellence in Child Care Program grant allows CSC to provide education and training to assist childcare employees in obtaining a certificate of mastery, a child development associate (CDA) credential or an associate degree in early childhood development. Not only does the program fund the tuition and fees for these students, but it also enhances the overall health of the childcare system in the state. This, in turn, is an economic development boost for Oklahoma.

In the foreseeable future, Connors will continue to work within the partnerships already established, improve the functionality of these relationships, and pursue others as the need and opportunity becomes evident.

**Student Support Innovation**

Two primary examples of innovation in the area of student services were the addition of a “One-Stop Enrollment Center” at the Warner Campus and the construction of a new student housing facility at Warner.

Connors identified a need for a “One-Stop” area for admissions/registration, advising, cashiering, and financial aid at the Warner Campus. A former two-story housing facility was totally renovated through Capital Bond funding and opened in July 2007 as the “One-Stop Enrollment Center.” Although the need was visible, with prospective and current students going to three buildings to complete enrollment, it was also identified through the ACT Faces of the Future survey. The bottom five statements that students agreed with in Spring 2010 were:

- I received all the help I needed from the Financial Aid Office to make my application(s) for financial aid.
- Academic advising is of high quality.
Overall, my program of study at this college has been sufficiently challenging.

I could not have attended this college without the financial aid I received.

The registration process is student friendly.

Academic advising, financial aid assistance, and registration have consistently been in the bottom five or close in ranking. The “One-Stop Center” and the addition of advisors at Warner and Muskogee have been responses to survey responses, as well as anecdotal evidence. A former Vice President for Student Services also conducted process mapping to assist in making the admissions/enrollment process more efficient and student friendly. Changes were made, but it is evident that the advising, registration, and financial areas can be improved.

Technology for students was another area that typically ranked in the bottom five on the ACT Faces of the Future, but the ranking has improved. More computer laboratories and up-to-date equipment, as well as wireless access on the campus sites, have been added to improve student services in technology.

There was also a need to improve the Warner Campus student housing. The women’s housing was relatively new, but was limited in capacity. The men’s housing was in a 1940’s building that needed complete renovation. Another facility, a 1960’s style dormitory, was also available but again, needed renovation.

The College, through the CSC Development Foundation, Inc., obtained bond funding to build a new housing facility that included both family and single student housing. The facility also featured “apartment style” living with individual bedrooms for single students in a quad unit with a living area, the equivalent of two bathrooms, and four single bedrooms. A clubhouse with offices, a computer lab, a multipurpose room, a laundry, bathrooms which were also “safe rooms,” and a patio/swimming pool area was also included. Millers Crossing opened in Fall 2002.

One area that is still in process of development is website access for prospective and current students to be admitted, to enroll, and to access other information. CSC utilizes SCT 2000 Plus for the student, fiscal, and human resources database system. Although prospective students cannot apply for admissions via SCT 2000 Plus, they are able to apply for admissions on line via the Oklahoma State Regents for Higher Education portal OKcollegestart.org (https://secure.okcollegestart.org/Home.aspx) powered by XAP.com. Many Oklahoma high schools submit their high school transcripts electronically to us through that portal. Students can access their grades on the website. Just recently the ability to pay with a credit card was incorporated into the services on the website. Applications for employment and other forms must still be printed, completed, and then submitted.

Further enhancement of the CSC website is also needed. One example is that alumni or others cannot electronically donate funds to Connors via the CSC website. Another relates to the currency of the documents on the website; many are not updated on a regular basis. Two members of the Information Technology staff work part-time on the website, with additional
compensation paid for their work. The College is reviewing different possibilities for development and maintenance of the CSC website.

The printing and publication of the Strategic Plan 2008-13 does not in any way suggest that the plan is static. Rather, staff members view it as a dynamic document to meet the needs of shifting demographics, evolving technologies, constrained resources, and added educational responsibilities. Within this context, planning and the Strategic Plan 2008-13 is a tool for CSC as it anticipates a rapidly changing environment and embraces opportunities to provide quality education.

6) The organization incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.

Patterns of Evidence:
- CSC Alumni Association Meetings
- CSC Alumni Association Hall of Fame
- Archives
- Buildings and Areas of Campus

CSC Alumni Association Meetings
The CSC Alumni Association plans many of the activities associated with Connors’ annual homecoming celebration that honors Connors’ alumni, current students, and CSC Foundation, Inc. donors.

CSC Alumni Association Hall of Fame
To recognize distinguished alumni of CSC, the alumni association created the Hall of Fame. It was made available through private contributions and is maintained by endowment funds. A sub-committee of the CSC Alumni Association annually chooses at least one inductee for the CSC Alumni Hall of Fame. The inductee(s) is honored at the annual meeting, and a plaque is placed in the “CSC Alumni Hall of Fame” located outside the President’s office. To date, there have been 22 inductees.

Archives
Connors is proud of its history and heritage. Connors’ historical information is archived by the Library. Pictures, news clippings, yearbooks, and programs dating back to the 1920’s and earlier are housed in the Warner Campus Library and in a classroom in the historic Classroom Building that will become a temporary “museum.”

7) The organization clearly identifies authority for decision making about organizational goals.

Patterns of Evidence:
- Organizational Chart
- Employee Handbook
- Position Descriptions
- The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges
Organizational Chart
The organizational chart in the Appendix delineates lines of authority. The responsibilities and duties of Connors’ administrators, faculty, and staff are clearly outlined in the Faculty and Staff Handbook. Position descriptions also include lines of reporting. Further authority for decision making is defined in the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges Policy Manual and the Oklahoma State Board of Regents for Higher Education Policy Manual.

One example for decision making is in the area of curriculum. Any new academic programs and curriculum modifications must be approved by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges and finally by the Board of the Oklahoma State Regents of Higher Education.

The internal recommendations from the Curriculum Committee, Academic Council, and President are made first to the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. Once the academic program recommendations are approved, they are then submitted to the Oklahoma State Regents for Higher Education.

The organizational structure, the Strategic Plans, the Faculty and Staff Handbook, committees, and Board policies of Connors all work together to define the decision-making authority of individual personnel or groups at Connors.

CORE COMPONENT—2B

The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

1) The organization’s resources are adequate for the achievement of the educational quality it claims to provide.

Patterns of Evidence:
- Financial Resources
- CSC Foundation, Inc. Scholarship Distribution and Asset Value
- CSC Physical Plant
- Human Resources

Financial Resources
The overall financial position of CSC, like most institutions in the United States, remains challenging, with another 3.3 percent reduction in state funding for FY 2011. In FY 2010, the primary budget totaled over $12 million. This total has been increasing slightly for
several years. Fifty-nine and five/tenths (59.5) percent of the college’s revenue came from state funding sources for the operations budget, supplemented by Federal Stimulus Funds for an additional 4.7%. In FY 2010, 30.8% of our budget was collected from tuition and fees.

<table>
<thead>
<tr>
<th>Figure 18: Revenue by Source for Primary Budget – Fiscal Years 2006-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriated Funds – For Operations</td>
</tr>
<tr>
<td>State Appropriated Funds – For Grants, Contracts, and Reimbursements</td>
</tr>
<tr>
<td>Federal Appropriations</td>
</tr>
<tr>
<td>Local Appropriations</td>
</tr>
<tr>
<td>Resident Tuition (Includes tuition waivers)</td>
</tr>
<tr>
<td>Nonresident Tuition (Includes tuition waivers)</td>
</tr>
<tr>
<td>Student Fees</td>
</tr>
<tr>
<td>Gifts, Endowments, and Bequests</td>
</tr>
<tr>
<td>Other Grants, Contracts, and Reimbursements</td>
</tr>
<tr>
<td>Sales and Services of Educational Departments</td>
</tr>
<tr>
<td>Organized Activities related to Educational Departments</td>
</tr>
<tr>
<td>Technical Education Funds</td>
</tr>
<tr>
<td>Other Sources</td>
</tr>
<tr>
<td>Federal Stimulus Funds</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

In addition to the revenue grant funds for FY 2010 totaled $1,407,826 with most of the funding dedicated to three TRIO programs: Upward Bound, Veterans Upward Bound, and Student Support Services.
Other grant projects have ranged from the USDA Rural Telecommunications Development to OSRHE Summer Science Academies and OSRHE grants for professional development, nursing faculty additions, the TANF Program, and the Scholars for Excellence in Child Care Program. These grants have been renewed multiple times. All institutional efforts in monetary development, professional development, and construction and renovation improvements promote increased academic delivery, student learning, and ancillary program services.

The college’s bottom line has improved due to various cost saving measures such as:

- The reorganization of personnel.
- Slow fill of non-critical positions.
- For several years, the College has utilized an external vendor to administer a deferred payment plan to encourage enrollment and to assist students.
- Recruitment efforts to expand enrollment in classes/programs.
- Recruitment efforts to expand campus housing occupancy.
- Reductions in faculty/staff travel.

Two factors present major challenges to the College’s future funding. The first factor is Oklahoma’s fiscal situation. Funding levels have declined, with fewer dollars allocated to postsecondary education. Chronic funding cutbacks from the state and federal governments have made cost-effective practices crucial. It is noteworthy that the College has operated with a balanced budget, accommodating reduced state funding.

The second factor is the growth of student enrollment. Although the growth brings more tuition and fee income, the reduction in state funding with increased fixed costs such as in health benefits and state retirement funding, reduces the impact of that financial increase.

**Connors State College Development Foundation, Inc. Scholarship Distribution and Asset Value**

The CSC Development Foundation, Inc., with the support of alumni, College personnel, and supporters, has awarded within the last ten years over 650 scholarships for $326,000. In addition, the donations of goods and services, including in-kind donations, have been given to the college in excess of $1,227,000.00. The cash/investments balance for the
Foundation was $834,881 as of April 30, 2010. This amount is not yet audited and does not reflect any interest/dividend income, which is added at the end of the fiscal year.

<table>
<thead>
<tr>
<th>Figure 20: CSC Development Foundation, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
</tr>
<tr>
<td>Contributions</td>
</tr>
<tr>
<td>Interest &amp; Dividends</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>(Expenses)</td>
</tr>
<tr>
<td>Net Cash</td>
</tr>
</tbody>
</table>

The Foundation has been a good resource for student scholarships. Donations for athletics are also channeled through the Foundation, but are mainly “pass through” funds with the donations equaling the expenditures. The total amount in the Foundation has not experienced the growth that is needed to fund other activities, such as resources for instructors. Further development of the Foundation, with initiating a capital campaign and other activities that generate revenue, is planned.

CSC Physical Plant

<table>
<thead>
<tr>
<th>Figure 21: Warner Campus Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.D. Stone Student Union (1963)---The Union contains the cafeteria, game room, bookstore, student post office, and commuter lounge.</td>
</tr>
<tr>
<td>Administration Building (1937)---Built originally as the Shops Building and completely renovated in 1980, this native stone WPA-era structure houses the offices of the Vice-President for Fiscal Services, Business Office and Computer Center.</td>
</tr>
<tr>
<td>Bull Test Center (1962)---Each year state and area breeders consign young beef bulls to the Center. Two performance tests are conducted annually with approximately 90 bulls in each test. Agriculture students conduct semi-annual bull sales following the completion of the tests. This program provides educational and applied research opportunities for students in the College’s agriculture program.</td>
</tr>
<tr>
<td>Biff Thompson Baseball Field (1994)---The field is located south of the Education Building. The lighted facility includes an indoor batting cage and clubhouse.</td>
</tr>
<tr>
<td>Campus Farm (1938+)---The farm encompasses 404 acres used primarily as field laboratories to supplement classroom instruction in the College’s agriculture programs. The College also owns herds of beef cattle, sheep and swine. These herds provide hands-on experiences in animal evaluation, production, breeding management, and feeding. Pasture development and management activities correlate with the livestock operations.</td>
</tr>
<tr>
<td>Carl Westbrook Library Learning Center (1985)---Named after the College’s thirteenth president, The LLC houses the Library, Learning Skills Center, Office of the President, 150 seat Library Auditorium and distance education learning classrooms.</td>
</tr>
<tr>
<td>Classroom Building (1911)---The Classroom Building is the oldest building in continuous use at CSC. The three-story building provides space for business, computer, social science, communications, agriculture, and math classes as well as space for faculty offices and labs.</td>
</tr>
<tr>
<td>Education Building (1963)---This two-story building houses distance learning classrooms, multimedia equipped classrooms, biology laboratories, the newly renovated chemistry, physical science and microbiology laboratories, and faculty offices for agriculture, mathematics, science, and some social science instructors.</td>
</tr>
</tbody>
</table>
| Equine Facilities (1980) & Equine Classroom (2008)---Facilities include three barns with 52 stalls for students to house their assigned horses and training equipment. Training facilities also include a 150'x
300’ outdoor arena, five round pens and a 100’x 250’ indoor arena. In 2008, the old print shop facility was renovated into classrooms and office space for the equine program.

**Faculty and Student Housing**—The College maintains housing units for faculty, staff, and students. Housing is available for single and married students, students with dependent children, and students age 21 and older. Units in Millers Crossing are available on a first-come, first-served basis.

**Fine Arts Building (1938)**—Built originally as a physical education facility, this building was remodeled in 1975 to include a 600-seat auditorium, classrooms, and faculty offices. As part of the 2004 capital bonds project renovations to the Fine Arts Building have included new roofing, upgrading of light and sound equipment, new foyer, the addition of handicapped-accessible restrooms and a lift to the stage area.

**Anna B. Gatlin Hall (1999)**—This two-story, neoclassic building was originally built as a women’s dormitory and for camp housing during the summer. In 2006-2007 the building was converted into a One-Stop Enrollment Center. The offices of admissions and registrar, advising, cashier, financial aid, recruitment, and Student Support Services are located in Gatlin. Also located in Gatlin are the offices of Assessment of Student Learning, Academic Services, Human Resources, and an office for technology support.

**Harding Ranch/Research Station (1993)**—The 1,316 acre ranch is located five miles south of the Warner Campus. It contains farmland, wetlands and wildlife habitat. The ranch functions as a laboratory for agriculture and science programs as well as serving as the site for Connors’ Summer Science Academy activities.

**Holloway Hall (1928)**—Two-story Holloway Hall has served in many capacities over the years, including housing the offices of the Vice President for Student Services, the art laboratory, student apartments, and offices for rent. It is currently occupied by the Director of Institutional Research/SCT Operations, health services, and rental offices.

**Jacob Johnson Science Building (1951)**—Named after the College’s tenth president, the two-story building originally housed the library, science labs and classrooms. Currently it houses the classrooms, labs and faculty offices.

**McClaren Hall (1963)**—Extensively remodeled in 1989, this three-story dormitory has served to house up to 150 students. Currently, this Hall provides overflow and summer camp housing.

**Melvin Self Field House (1967)**—Named after Connors’ eleventh president, the Field House has basketball and volleyball courts and spectator seating capacity of over 1,100 persons. It contains a collegiate-sized swimming pool, classrooms, hospitality room, and coaches’ offices. In 1982, an addition to the Field House included a multi-purpose room, fitness center, and additional office space. In 2000 it was upgraded again with new bleachers, a new concession stand and new restrooms.

**Millers Crossing (2002)**—Opened in the 2002 fall semester, this four-plex and double occupancy housing complex provides the convenience and services of an apartment community including swimming pool, computer and study room, Laundromat, cable television and Internet access and phone service. Both married and single students may live in the complex.

**Maintenance/Shop Building (1977)**—A one-story metal building located south of the campus houses the College’s maintenance and garage facilities.

**Softball Field (1985)**—The lighted facility includes restrooms, bleachers, concession stand and an indoor batting cage.

**Upward Bound Building**—Located west of the Westbrook Library, the Upward Bound office provides potential students with Connors’ information, counseling, programs and testing for college-bound youth during regular and summer semesters. Connors’ UB program has been in existence on campus since 1976.
State College. It currently serves as the hub of Connors’ operation in Muskogee with the offices of the Director of the Muskogee Campuses, Admissions, Business Office, and Financial Aid. It also contains a bookstore, library, conference center, computer labs, student lounge, classrooms and faculty offices.

Three Rivers Port Campus (1996)—The Ronald D. Garner Science Building, named in honor of the college’s 14th President serves primarily as a classroom/science complex. The 28,500 square foot facility on the northeast side of Muskogee houses the Office of Institutional Advancement, FOCUS training program, distance education classrooms, science labs and faculty offices.

Several renovations through institutional funds and Capital Bond funds have been made to existing buildings on the Warner Campus (addressed in Statement 5) and the technology infrastructure for the College. However, many of the buildings had deferred maintenance issues so there will continue to be needed renovations. Also, there are three buildings on campus that are empty or contain few staff members. At this time there are no funds to provide the extensive renovations needed to make these buildings totally functional. The Downtown site in Muskogee will be closed and sold after the proposed new building at the Northeastern State University Muskogee Campus is completed.

Human Resources
CSC’s human resources are composed of the Board of Regents for the Oklahoma Agriculture and Mechanical Colleges, administration, faculty, staff, students, and surrounding communities.

2) Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education it provides.

Patterns of Evidence:
- Community and Students
- Faculty/Staff Resources
- Administrative Resources
- Connors’ Five Year Capital Master Plan

Community and Students
Connors’ economic benefits to our communities have been documented in an economic impact study conducted by Regional Economic Models, Inc. (REMI) for the OSRHE in 2008. According to the study in 2008, “…$1.099 billion of state higher education funding results in $6.76 billion of economic activity … or … one dollar from the state enables $5.15 of additional economic activity that is directly attributable to the activities linked to the institutions of higher education” (p. 2).

According to the “Fact Sheet: Economic Impact of Connors State College,” the College generates an additional $0.05 in salaries and benefits off-campus for every $1.00 paid by CSC in salaries and benefits. Skills from current and former students increase salaries and benefits in the CSC service area by $30.1 million directly and another $25.3 million indirectly. Over 85.0 percent of the students stay in the region and contribute to the local economy after leaving college. This is particularly important because CSC serves an area of Oklahoma that needs resource development.
Connors’ seven county primary service areas is a predominantly rural population with low income, low educational attainment levels, and large numbers of minority groups. According to the 2009-10 edition of the Oklahoma Almanac, four of the seven counties in Connors’ service area rank in the bottom half of the State’s 77 counties in per capita income.

In 2006, the percentage of adults age 25 and older with bachelor’s degrees in Oklahoma was 22.4 percent, lower than the U.S. average of 27.4 percent. In CSC’s service area, Cherokee County barely exceeds the average state percentage for bachelor’s degrees primarily because Northeastern State University is located there.

The Oklahoma high school graduation rate was slightly higher than the U.S. average of 84.5 percent in 2006 at 84.9 percent. With the exception of Wagoner County, the percentage of high school graduates for each service area county is lower than the state average. In addition, all counties in Connors’ primary service area have lower high school to college going rates that the state average, 2001-04 (OSRHE Information System Website: http://www.okhighered.org/oeis).

The low educational levels in the area are mirrored in high unemployment rates. In September 2007, the unemployment rates for six of the seven counties in Connors’ primary service area were higher than both the state and the national unemployment averages of 4.0 percent and 4.6 percent respectively.

The total population in Connors’ primary service area is 260,724. The area is primarily rural; only Wagoner County is considered part of the Tulsa metropolitan area. Minority population is high in all seven counties, at 35.3 percent minority. Native Americans are the largest minority group, comprising approximately 19.5 percent of the total area’s population and 55.2 percent of the total minority population.

Connors’ student body makeup has held fairly consistent with respect to the percentage of males (31.1 percent) and females (68.9 percent). Over most of the last ten years, our median student age had been around 26 to 28. Lastly, on average, our student population is 60.6 percent full-time and 39.4 percent part-time.

According to our Office of Institutional Research, current racial demographics of our student population are: 31.5 percent American Indian; 8.9 percent African-American; 0.7 percent Asian and Pacific Islanders; 1.9 percent Hispanic; 56.9 percent Caucasian; and 0.7 percent international. These numbers tie closely to our total district population demographics.

Enrollment, both headcount and FTE, has increased over the last ten years. The peak year was 2003-2004 with a headcount of 3,271, but the peak year for FTE and Hours Generated was 2009-10. Summer 2010 enrollment increased by over 20 percent, and fall enrollment, compared to last year at the beginning of June also demonstrated an 18 percent increase. Since all counties in Connors’ primary service area have lower high school to college going rates that the state average (OSRHE), there is potential to further increase the student enrollment.
Figure 23: Enrollment Trends, 2000-01 to 2009-10

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Hrs Generated</td>
<td>41,818</td>
<td>42,532</td>
<td>48,753</td>
<td>50,985</td>
<td>50,667</td>
<td>47,312</td>
<td>47,030</td>
<td>48,284</td>
<td>50,269</td>
<td>52,162</td>
</tr>
<tr>
<td>Annual HCE</td>
<td>2,691</td>
<td>2,762</td>
<td>3,042</td>
<td>3,271</td>
<td>3,257</td>
<td>3,015</td>
<td>3,087</td>
<td>3,188</td>
<td>3,188</td>
<td>3,238</td>
</tr>
<tr>
<td>Annual FTE</td>
<td>1,393.93</td>
<td>1,417.73</td>
<td>1,625.10</td>
<td>1,699.50</td>
<td>1,688.90</td>
<td>1,577.07</td>
<td>1,567.67</td>
<td>1,609.47</td>
<td>1,675.63</td>
<td>1,738.73</td>
</tr>
</tbody>
</table>

Faculty and Staff Resources

Figure 24: CSC Personnel Overview, Fall 2009

<table>
<thead>
<tr>
<th>Classification</th>
<th>Faculty</th>
<th>Admin. Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>47</td>
<td>92</td>
<td>139</td>
</tr>
<tr>
<td>Part-Time</td>
<td>44</td>
<td>21</td>
<td>65</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

( CSC Institutional Profile, Fall 2009)

Faculty Demographics

As the charts below illustrate, faculty demographics – gender, ratio of full-time faculty to part-time, salaries, and ethnicity – have remained relatively constant over the past four years.

Figure 25: Ratio of Full-Time to Part-Time Faculty, 2009/10 – 2006/07

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2008-09</th>
<th>2007-08</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-T Faculty</td>
<td>50</td>
<td>50</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td>P-T Faculty</td>
<td>46</td>
<td>52</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>% F-T to PT</td>
<td>52%</td>
<td>49%</td>
<td>50%</td>
<td>52%</td>
</tr>
</tbody>
</table>

( NCES - IPEDS, Human Resources, //surveys.nced.edu.gov)

In 1998, only 39 percent of Connors’ faculty were full-time instructors. In the past ten years Connors has significantly improved the ratio of full-time to part-time instructors.

Figure 26: Faculty by Gender, 2009/10 – 2006/07

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2008-09</th>
<th>2007-08</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male F-T</td>
<td>20</td>
<td>No</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Female F-T</td>
<td>30</td>
<td>Data Reported</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>% Female to Male</td>
<td>60%</td>
<td>59%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Male P-T</td>
<td>15</td>
<td>No</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Female P-T</td>
<td>31</td>
<td>Data Reported</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td>% Female to Male</td>
<td>67%</td>
<td>63%</td>
<td>64%</td>
<td></td>
</tr>
</tbody>
</table>

( NCES - IPEDS, Human Resources, //surveys.nced.edu.gov)

In Connors’ 1999 Self-Study, the faculty was comprised of 46 percent male and 54 percent females. Ten years later, the ratio of female to male faculty follows national trends and continues to become more female dominant for both full- and part-time faculty. The last time that the faculty was reported as being male-dominant was over twenty years ago in the 1989 Self-Study.
In Spring 2010, CSC had 48 full-time faculty members and 46 adjunct faculty members. The full-time faculty is composed of 40.4 percent males and 59.6 percent females. The ethnic percentages of the full-time faculty is 70.1 percent Caucasian, 17.0 percent American Indian, 4.3 percent African American, 4.3 percent Asian, and 4.3 percent Pacific Islanders.

The ethnic background of Connors’ faculty and staff reflects that of its student body as reflected in the following illustration. According to NCES Data Feedback Reports, Connors has a lower White student enrollment and higher American Indian and Black enrollments than our comparison group of state and regional rural community colleges.

The full-time average salaries of Connors’ faculty in comparison to area peer institutions are as follows:

<table>
<thead>
<tr>
<th>Faculty Status</th>
<th>2009-10</th>
<th>2008-09</th>
<th>2007-08</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>F-T</td>
<td>P-T</td>
<td>F-T</td>
<td>P-T</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>4</td>
<td>No</td>
<td>11</td>
</tr>
<tr>
<td>Asian/PI</td>
<td></td>
<td></td>
<td>Data Reported</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Black</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>36</td>
<td>31</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

(NCES - IPEDS, Human Resources, //surveys.nced.ed.gov)

The faculty breakdown by earned degrees for the 2009-10 academic year is shown in the following charts. In 1998, 82 percent of the full-time faculty had master’s degrees; 45 percent of the part-time faculty had master’s degrees. Twelve percent of the full-time faculty had doctorate degrees; part-time, 1 percent. Bachelor’s degrees made up 4 percent of the full-time faculty and 45 percent of the part-time faculty.

In 2009-10 there is a significant increase in the number of adjunct faculty with doctorate or master’s degrees. Facilities with bachelor’s degrees teach primarily in experienced-based programs such as agriculture or health/physical education.
**Administrative Resources**

**Board of Regents**

The governing board for Connors State College is the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (OSU/A&M). It is a nine-member board representing all five congressional districts and includes the President of the Oklahoma State Department of Agriculture. In addition, there are three “at-large” Regents.

The Regents serve eight-year terms and all, except the President of the Department of Agriculture, are appointed in staggered sequence by the Governor of Oklahoma, with the advice and consent of the Oklahoma State Senate. Board members in Spring 2010 included attorneys, bankers, business CEO’s, a pharmacist, and a real estate developer/manager.

The Board has the supervision, management and control of five institutions, including Connors State College, Langston University (Langston), Northeastern Oklahoma Agricultural and Mechanical College (Miami), Oklahoma Panhandle State University (Goodwell), and Oklahoma State University (Stillwater) and its constituent agencies that include the Agricultural Experiment Station, the Agricultural Extension Division, Oklahoma State University Institute of Technology-Okmulgee, the Oklahoma State University Center for Veterinary Health Sciences, Oklahoma State University-Oklahoma City, the Oklahoma State University Center for Health Sciences, and Oklahoma State University-Tulsa (http://regents.okstate.edu/history.html).

**Administration**

CSC’s senior administrative team consists of a President, an Executive Vice President, a Vice President for Fiscal Services, a Vice President for Enrollment Management and Student Services, the Director of the Muskogee Branch Campus, and the Executive Director of the CSC Development Foundation, Inc. The President serves as the chief executive officer, reporting directly to the Board of Regents for the Oklahoma Agricultural and Mechanical College. Vitas for the Cabinet members are included in the Resource Room.
3) The organization uses its human resources effectively.

Patterns of Evidence:
- Faculty/Staff Handbook
- Adjunct Faculty Handbook
- Position Descriptions
- Use of External Vendors

Faculty Staff Handbook, Adjunct Faculty Handbook, and Position Descriptions
Faculty loads and faculty/staff assignments, duties and responsibilities are defined in the Faculty Staff handbook, the Adjunct Faculty Handbook, and in position descriptions. Employee evaluations measure how well employees are meeting those requirements, with feedback from the employee and supervisor on plans for improvement or future development.

Use of External Vendors
Prior to the 1999 NCA comprehensive evaluation visit, the College had bid the food service at the Warner Campus because the CSC Director of Food Services moved to another position and the College hoped a vendor would be a cost-efficient, quality replacement. The same vendor, Sodexo, continues to serve the campus to date.

To determine the quality of the service and product, Sodexo conducts student surveys typically in the fall and spring semesters. The results are shared with the appropriate administrators. Summer camp directors also provide feedback on the food services, as well as on facilities. The feedback for the last three years has not been as positive as anticipated. For example, the overall satisfaction percentages at CSC for Fall 2009 and Spring 2010 were 40 percent and 33 percent (Sodexo file in Resource Room). This was compared to a regional average rating of 44 percent. The CSC administration is working with the regional manager to improve this area, which is comprised of both human and product resources.

Another area of personnel that was not meeting expectations was in the custodial/maintenance area at the Warner Campus. Several meetings were held with all of the custodial/maintenance staff by the President and Executive Vice President detailing expectations. In addition, some positions such as an electrician or heat/air maintenance worker were difficult to fill causing CSC to engage external vendors. This often resulted in additional costs to the College.

After three years of dealing with the issue with expectations still not met, the College opened a bid for an external company to operate the custodial/maintenance area. The bid chosen was from UGL- Unicco (http://www.ugl-unicco.com), a company that is international, very experienced, and also efficient in not only daily tasks, but also in working on deferred maintenance. The company works from a detailed maintenance schedule for each month, in addition to responding to work orders from campus staff and faculty. UGL-Unicco also promotes “green cleaning” utilizing green products and practices.
Monthly reports are provided to the President, Executive Vice President, and the Vice President for Fiscal Services. The College has benefitted from this change. The College conducted a pilot survey on the company’s services with primarily faculty at the January 2010 in-service. The average was a 3.0 out of a possible 4.0 on all questions (UGL- Unicco Reports, Maintenance Logs, and January 2010 Survey Results are in the Resource Room). There has also been anecdotal evidence, from both staff members and external constituents, indicating that the overall appearance of the Warner Campus has improved.

Bids for lawn care at the Three Rivers Port Campus in Muskogee and the Warner Campus were also advertised with two local vendors selected. This change has also visibly improved the appearance of the campus locations.

4) The organization intentionally develops its human resources to meet future changes.

Patterns of Evidence:
- Employee Education Waivers
- Professional Organizations
- Professional Development Activities

Employee Education Waivers
All full-time Connors’ employees may enroll in courses at the institution, and the tuition portion of the bill is waived. In addition, all full-time Connors’ employees and their spouses have access to the Fitness Center and swimming pools at the Warner Campus for a nominal fee.

Professional Organizations
Connors supports and encourages faculty and staff involvement in professional organizations to keep abreast of current and future trends in their respective disciplines. A list of Connors’ affiliations may be found in the Resource Room. The Oklahoma State Regents for Higher Education and state organizations, such as OACRO and OGEC, provide many professional development opportunities with moderate registration fees and travel costs. Some of the activities do not require hotel accommodations because of their location in Oklahoma. However, the reduction in travel due to budget decreases does limit the number of regional, national, and international conferences/workshops that faculty and staff may attend.

5) The organization’s history of financial resource development and investment documents a forward-looking concern for ensuring education quality.

Patterns of Evidence
- Capital Bond Plan
- Strategic Plan
- Master Facilities Plan
- Academic Plans
- Campuses Tour
Connors is committed to providing resources for capital expenditures annually to help enhance its campus. Connors is very proud of the extraordinary state of the art technology and many renovated facilities available to our students. This greatly enhances the learning experience for not only our students, but for our faculty and staff. This funding, Section 13 Offset, is appropriated annually to Connors by the Oklahoma State Regents for Higher Education. These funds are designated for capital expenditures. However, these funds have also been reduced as the overall allocations have been reduced. Changes to the physical plant were primarily due to the passage of a state wide bond issue making available $7.2 million for Connors. Connors’ physical plant serves faculty, staff, and the community in a variety of ways.

Physical plant additions/renovations in the last ten years include:

- Addition/upgrading of instructional television labs at Muskogee and Warner.
- Repainting of Warner Campus buildings trim to establish one color scheme.
- Addition and upgrading of computer labs.
- New chemistry lab at Warner.
- New physics/general physical lab at Warner.
- Renovated anatomy/physiology lab at Warner.
- Renovated biology lab at Warner.
- Renovation of the existing greenhouse for the Horticulture Program.
- Addition of a headhouse for the Horticulture Program with classroom area, storage, and refrigerated units.
- Addition of a second greenhouse for the Horticulture Program at Warner.
- New offices and classroom for Agricultural Equine Technology Program.
- Moving the Nursing Program first to the Downtown Muskogee Campus and then to the Northeastern State University Muskogee Campus, Mike Synar Building.
- Renovating the Fine Arts building foyer, lighting, sound and adding handicapped accessible bathrooms and lift to stage.
- Removal of asbestos flooring and addition of new flooring for the Education Building at the Warner Campus.
- New roof for the Fine Arts Building.
- New roof for the Library Building.
- New roof for the Education Building.
- New HVAC for the Fine Arts Building and various other buildings on the Warner Campus.
- New carpeting for the Library Auditorium and the Library Learning Center at Warner.
- New building at Northeastern State University Muskogee Campus.
- Multimedia additions.
- Asbestos removal and new flooring for areas in the Classroom Building.
- Relocating faculty division offices into areas at Warner Campus.
- Enhancement of campus technology infrastructure.
- Addition of new student housing, Millers Crossing.
- Renovation of the Warner Campus Fitness Center.
• Renovation of the custodial/maintenance facilities office and addition of break room.
• Various painting projects in buildings.
• Resurfacing of classroom floors at the Muskogee Three Rivers Port Campus.
• Addition of a “memorial” garden at the Muskogee Three Rivers Port Campus.
• Renovation of an existing dormitory into a “One-Stop Enrollment Center” at Warner Campus.
• Addition of ADA interior signage and door openers at the Warner Campus.
• Addition of covered walkway from gazebo to Student Union and JJS buildings on Warner Campus.
• Renovation of campus housing for faculty/staff at Warner Campus.

In regard to the technology infrastructure, the following projects have been accomplished in the last two years:
• Broadening the reach and coverage of our wireless infrastructure.
  o Wireless access point added in Horticulture Building
  o Extended wireless coverage to the Agriculture Barn
  o Added coverage in McClaren Hall
• Replacing a file server (CSC group drive storage).
  o Completed.
  o Currently hosting group drive access.
• Integrating update servers on all campuses.
  o Completed.
  o WSUS automatic update system now in place for all PCs.
• Integrating internet filtering servers on all campuses.
  o Partially completed.
  o Open-source solution found and installed for lab regulation: Untangle.
  o TippingPoint devices installed at Downtown and Warner.
  o Purchase of multimedia and other technology continued through the Capitol Bond Project.
• Upgrading backup equipment and process to facilitate a more effective Disaster Recovery Plan (DRP).
  o Dell EqualLogic solution purchased.
  o Backup Policy re-written
• Re-implementing Cisco SmartNet warranty service on all equipment.
  o All equipment now covered.
  o Campus-wide coverage of all networking equipment.
  o Replacement is free if any hardware fails under the SmartNet agreement.

Implementation of New Programs
New programs are being implemented to facilitate demographic shifts and globalization resulting from changes in population and the economic structure. Connors is striving to meet the changing needs of employers and displaced workers and the increased demand for healthcare professionals. Connors has responded to the community needs by extending its Nursing program. However, funding has not been available to offer other new health programs.
6) The organization’s planning processes are flexible enough to respond to anticipated needs for program reallocation, downsizing, or growth.

Patterns of Evidence:
- Strategic Planning
- Project Management
- Academic Program Review
- Academic Plans

Strategic Planning and Project Management
The Strategic Plan is evaluated annually by the Cabinet at a yearly retreat. The revised plan is then e-mailed to all CSC faculty and staff for review, comment, and modifications. In addition, Project Management planning is annualized for each program area to update objectives and budget requests. Review of Project Management may also result in modifications to the Strategic Plan.

Academic Program Review
Academic program review is on a five-year cycle, as mandated by the Oklahoma State Regents for Higher Education. If academic programs are “low productivity” programs during that five-year cycle, they are evaluated before the end of five years. “Low productivity” programs are defined as not meeting major enrollment and/or graduation rates. In addition to the formal review, the academic divisions meet regularly during each year to determine if any curriculum modifications are necessary.

Academic Plan
The Academic Plan is also annual, as required by the Oklahoma State Regents for Higher Education, so academic objectives and plans for instructional technology are updated each year, if needed.

7) The organization has a history of achieving its planning goals.

Patterns of Evidence:
- Master Facilities Plan
- Capital Bond Plan
- Strategic Plan
- Project Management
- TRIO Programs Approved Grant Applications

Master Facilities Plan and Capital Bond Plan
All of the stated projects in the Capital Bond project have been achieved or started. Additional projects were also accomplished with remaining funds. Many of these projects were also on the Master Facilities Plan.

Strategic Plan
The updated Strategic Plan indicates which goals have been accomplished, which were
removed or modified, which were started, and those which are continuing. The Plan is in the Appendix.

**Project Management**
Each year the Project Management document for each program areas states which objectives were accomplished for the current year and describes why they were not achieved.

**TRIO Programs Approved Grant Applications**
Connors’ Upward Bound program, Student Support Services, Veterans Upward Bound, and several state-funded grants have been renewed multiple times based on successful completion of goals and objectives.

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**Core Component - 2C**

*The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

1) The organization demonstrates that its evaluation process provides evidence that its performance meets its stated expectations for institutional effectiveness.

**Patterns of Evidence:**
- Strategic Planning Goals and Objectives 2005-2008
- Academic Program Review
- Faculty Assessment of Student Learning and Course/Program Evaluation
- Institutional Reports and Evaluations
- Surveys of Students
- Collegiate Assessment of Academic Proficiency (CAAP)

Connors has many layers of assessment and evaluation in order to make the institution viable and ensure accountability with respect to tuition and federal and state appropriations. Connors is using the data gathered from these many levels and types of assessments to make decisions regarding budget, course and program development, and new objectives for the institution in order to best meet the needs of the students and community. The goal of assessment and evaluation is to create a process that is perpetual in nature with a mechanism for continued improvement.

**Faculty Assessment of Student Learning and Course/Program Evaluation**
Connors’ plan for assessing student learning continues to develop. Courses and programs are evaluated using faculty-developed competencies for each course/program. Program-level objectives have been developed by faculty. General education objectives have been defined and assessed. However, the overall process is still not as formalized and routine as needed.
to provide comprehensive and timely reporting. The College joined the HLC Academy for the Assessment of Student Learning to focus upon the process, general education objectives, and developmental education objectives.

**Institutional Reports and Evaluations**
The College submits a number of reports at the state and federal level that report on institutional effectiveness. These include:

- The IPEDS Report.
- The CSC Annual Academic Plan (submitted to the OSRHE).
- The CSC Annual Assessment Report (submitted to the OSRHE).
- Periodic Academic Program Reviews (submitted to the OSRHE).
- The annual Remediation Survey (submitted to the OSRHE).
- The annual Cooperative Alliance Report (submitted to the OSRHE).
- Semester Enrollment Reports (submitted to the OSRHE).
- The annual financial audit for CSC, including the audit of the Connors Development Foundation, Inc. and the audit of the bond for the student housing. Millers Crossing (submitted to the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges).
- Periodic audits by the OSU/A&M Colleges and Universities system for technology, admissions, and other areas (submitted to the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges).
- Periodic audits by the OSRHE, such as admission audits and special funding audits.
- Annual reports submitted by Student Support Services, Upward Bound, and Veterans Upward Bound (submitted to the federal government).
- Annual report submitted by the Nursing Program (submitted to the Oklahoma Board of Nursing).

**Surveys of Students**

**Alumni Survey**
Conducted every other year, this survey evaluates the impact of Connors’ programs, services, and experiences by assessing the perceptions of graduates. The survey also provides an employment and education history of those graduates.

**Student Opinion Survey**
CSC has used the ACT Faces of the Future to evaluate the satisfaction levels of current students regarding programs, services, and other aspects of their college experience. In addition, departments have developed surveys on housing, student activities, enrollment and course offerings, nursing program surveys, and various other surveys.

**Collegiate Assessment of Academic Proficiency (CAAP)**
The Collegiate Assessment of Academic Proficiency (CAAP) assesses and evaluates four of the outcomes of Connors’ general education in English, mathematics, reading, and science. The test is administered prior to a student’s graduation. CAAP is the standardized, nationally-normed assessment program from ACT. CSC also obtains the linkage reports
from ACT or the ACT COMPASS to CAAP. CAAP indicates how CSC students rate compared to students across the nation. The linkage report indicates the amount of progress made from the initial admissions placement testing to the CAAP outcomes testing. Additional information on the CAAP results is included in Criterion 4.

2) The organization maintains effective systems for collecting, analyzing, and using organizational information.

Patterns of Evidence:
- Institutional Reports and Evaluations
- Grant Evaluation Reports
- CSC Snapshot

Institutional Reports and Evaluations
Connors has an assessment committee to make recommendations on the plan for the assessment of student learning, processes and procedures for assessment, measures for assessment, and other related items.

The Office of Institutional Research/SCT Operations compiles other reports for various state and federal agencies on institutional effectiveness, such as IPEDS. Faculty and staff have direct contact with this office. The Director retrieves data that can be analyzed and interpreted for research purposes.

Grant Evaluation Reports
All state and federal grant programs submit annual reports. These reports address if grant objectives were achieved and why or why not. They provide considerable data for a range of students at CSC.

CSC Snapshot
Although many measures of institutional effectiveness are utilized, with some of the information provided on the annual CSC Snapshot, it is not evident that all faculty and staff utilize the existing information in reviewing their programs. Development of further methods of communication is needed to ensure that the information is received and understood.

3) Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement.

Patterns of Evidence:
- Program Review Cycle
- Budgeting Cycle
- Curriculum Committee
- Advisory Committees
Program Review Cycle
The function of the program review process is to critically review Connors’ academic programs, emphases, and certificate programs for the purpose of suggesting systematic improvements and to review program productivity and cost effectiveness. The process also identifies curriculum and staffing needs. The review process concludes with the recommendation as to the status of the program.

The program review process is designed to review select programs each year. Programs are to be reviewed using this scheduling cycle until all programs have been reviewed. Once all programs have been reviewed, the process begins again; however, in practice there may be a review of programs out of this sequence to accommodate requests from program coordinators, directors, and/or deans.

Budgeting Cycle
The assessment document produced during the program/course assessment of student learning provides a mechanism for budgeting needs to be identified for instructional areas. Budgeting and planning are usually done at the administrative level with departments providing input based on their respective strategic plans. Resource needs are recognized through the program/course assessment process. Oklahoma’s funding process drives Connors’ planning cycle; however, an additional challenge for the institution is to formalize the process of directly tying the budget and planning process to the assessment results.

Curriculum Committee
Updating the catalog, approving new course offerings, deleting courses that are no longer required, and maintaining curricular standards are functions of the curriculum committee. The committee meets throughout each semester on an as-needed basis. The chair ensures meetings are held in a timely manner since the catalog publishing deadlines occur during the spring semester.

Advisory Committees
Advisory committees also contribute to CSC’s planning and assessment efforts. Advisory committee meetings for AAS degree programs are required by the State of Oklahoma. There are two AAS programs at CSC, Child Development and Nursing. These committees meet at least twice per year, thus providing feedback loops on a routine basis.

4) Periodic reviews of academic and administrative subunits contribute to improvement of the organization.

Patterns of Evidence
- Faculty/Staff Evaluated by Supervisors
- Faculty Evaluated by Students
- Administration Evaluated
- Program Reviews
- Industry-Specific Accrediting Agencies
The program review process is a critical review of the college academic programs, emphases, and certificate programs for the purpose of suggesting systematic improvements and reviewing program productivity and cost effectiveness. The process also identifies changing curriculum and staffing needs.

**Faculty/Staff Evaluated by Supervisors**
The appropriate division chair evaluates the faculty in the fall of each year, and the results are reviewed with each faculty member. Staff members are also evaluated in the spring by the immediate supervisor, and the results of these evaluations are reviewed with each employee.

**Faculty Evaluated by Students**
As an additional source of input and means of institutional improvement, students evaluate their instructors in the fall semester. These results are tabulated and distributed to each individual instructor.

**Administration Evaluated**
The president evaluates Connors’ executive officers, and the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges evaluates the president. The President and Executive Vice President evaluate the members of the Cabinet.

**Industry-Specific Accrediting Agencies**
Two AAS programs, Nursing and Child Development, are evaluated regularly by national industry-specific organizations. These results are also part of program review recommendations and departmental planning processes at Connors.

**Goals and Objectives Continually Reevaluated**
Every academic program on campus is evaluated on a five-year rotation plan. Beginning with the program review team and continuing through the OSU/A&M Board, information is reviewed yearly for the purpose of alignment with the strategic planning goals and objectives.

Connors recognizes that it is imperative to capitalize on opportunities to diversify its funding sources, not only maintain the services offered to the population, but also to expand services to other areas. This will not only ensure survival, but will be necessary for growth, given that the state funding has decreased. To ensure future fiscal stability, annual external audits are performed.

**Connors’ Five-Year Capital Master Plan**
With input from faculty and staff, Connors’ administration and OSU/A&M Board lead in developing the Strategic Plan and the Capital Master Plan. The institution’s Strategic Plan identifies the areas of capital need. Connors’ *Five-Year Capital Master Plan* provides further planning to meet those needs for future development. Connors’ planning efforts must address the need to increase funding from areas other than state appropriations if the goals are to be met (a copy of Connors’ *Five-Year Capital Plan* may be found in the Resource Room).
5) The organization provides adequate support for its evaluation and assessment processes.

Patterns of Evidence:
- **Administrative Support**
- **Budget Allocations**

**Administrative Support**
The administration shows its support for evaluation and assessment by providing faculty professional development opportunities for the following:
- Instructional support is provided to faculty and staff on a continual basis to enhance their skill level in regards to emerging technology.
- Professional staff and faculty regularly attend meetings and conferences to keep abreast of assessment.
  - HLC/NCA annual conference.
  - HLC Academy for the Assessment of Student Learning.
  - Oklahoma Association of Community Colleges.
- All faculty attends in-house professional development sessions on various topics each fall and spring semester.

**Budget Allocations**
Connors has budgeted for items related to evaluation and assessment:
- Director of Assessment of Student Learning.
- Director of Institutional Research/SCT Operations.
- Equipment for the two positions listed above.
- Costs for assessment of student learning tests.
- Costs for student surveys.
- Travel to workshops/conferences.
- Costs for participation in the HLC Academy for the Assessment of Student Learning.

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**CORE COMPONENT—2D**

*All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.*

1) Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the organization.

Patterns of Evidence:
- **Strategic Plan**
- **Project Management**
- **Academic Plan**
Strategic Plan and Project Management

As previously noted, a strategic planning task force was formed to analyze data, review prior strategic goals, and develop new directions for the College. This plan, based upon the institutional mission, is an instrument of change, compelling CSC to introduce new initiatives, improve existing goals, and provide better services to our community of learners. This process has in place a mechanism for future planning in fiscal matters, in physical plant concerns, and in human resources.

Project Management documents, as stated previously, link program level objectives to either the Strategic Plan or, if an academic program, to objectives for student learning. This process occurs annually.

Academic Plan

The annual CSC Academic Plan also links academic and technology objectives to the Strategic Plan, with specific references to the components within the Plan. The Oklahoma State Regents for Higher Education also require that a copy of the Strategic Plan be on file.

2) Planning processes link with budgeting processes.

Patterns of Evidence:
- Strategic Plan
- Capital Master Plan
- Capital Bond Plan
- Project Management
- Academic Program Review

Strategic Plan, Capital Master Plan, and Capital Bond Plan

Review of the completed projects on these plans indicated that planning and budgeting are linked since most of the projects required funding. Many of the goals/objectives on the Strategic Plan have been completed or are in process. All projects on the Capital Bond Plan are completed or started, addressing many of the projects included on the Capital Master Plan.

Project Management

Records of the summary spreadsheets for Project Management indicate what staff positions, purchases of resources/equipment, and renovation projects were funded indicating that Project Management requests are linked to budgeting.

Academic Program Review

The academic program review identifies needs which are typically mirrored in the academic program’s Project Management document. The program review occurs every five years, but Project Management is annual.
3) Implementation of the organization’s planning is evident in its operations.

Patterns of Evidence
- Strategic Plan
- Project Management
- Capital Bond Plan
- Purchase Orders
- Contracts with Construction Companies
- Agreements with Educational Institutions
- Grant Reports
- Program Accreditations
- Facility Tours

All these “Patterns of Evidence” indicate that the College’s operations were directed toward achievements of the Strategic Plan. Without those processes occurring, there would have been a lack of accomplishing goals and objectives.

4) Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

Patterns of Evidence:
- Strategic Plan
- Changing Technology Demands
- Changing Funding Streams
- Changing Student Demands
- Technology Planning Document
- Program Review

Changing Funding Streams
In the earlier years of Connors’ existence, the college budget was funded almost 100% from State-appropriated dollars and federal programs for student financial aid. As time passed, Connors developed financial aid funding mechanisms for students that do not involve federal and state money. Connors takes advantage of all the state and federal dollars available to students, but there are also many dollars not dependent upon budgeting from local, state or federal programs that are available to students.

Examples of Connors’ financial aid funding opportunities are endowments, private donations, fund raising activities and grants. As an institution, Connors will continue to pursue any and all alternative avenues for funding student expenses.

The operational budget has remained dependent upon state-appropriated dollars, but for equipment and one-time purchases of supplies, Connors employs the use of grants from various sources and private donations in the form of money as well as buildings and equipment. Connors has also written and received several grants that have funded different types of programs for the improvement of the college experience for students.
Changing Student Demands

The future of education requires Connors to respond to student demands for technology, improved student support services, new programs, and different delivery methods. Connors will continue to monitor student preferences with regard to classes, curricula and delivery methods, either through formal surveys and questions or through studying enrollment trends. Changes will be made to meet the changing needs of the service area and beyond.

The traditional applied technology curricula such as construction, drafting and welding have disappeared from Connors’ curriculum because of lack of demand. Health occupations programs are gaining in numbers, and the high demand for nursing courses has resulted in an expanded nursing program. Copies of the program review documents may be found in the Resource Room.

Dedicated to its constituents and communities, CSC responds well to emerging trends: globalization, technological advances in industry, and considerable economic pressures. Furthermore, CSC recognizes that our younger students will face an ever-more challenging job market, and therefore we have used our resources—human, organizational, and fiscal—in a consistently logical, mission-driven fashion.

Despite significant challenges in funding patterns and the need to provide ever-greater economic and academic support to students, Connors has contributed to the students’ academic, professional, and personal growth. The College rigorously assesses its success in meeting its mission and is alert to means of strengthening existing programs and, when appropriate, introducing new ones. Therefore, CSC works to be well prepared for the future in both the short- and long-term.

5) Planning documents give evidence of the organization's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist.

Patterns of Evidence:
- Academic Plan
- HLC Academy for the Assessment of Student Learning Plan and Reports
- CSC Assessment Plan

Academic Plan

The annual Academic Plan specifically addresses plans for technology, as required by the Oklahoma State Regents for Higher Education. Also included in the Plan for the last several years have been references to infusing global education into the curriculum and providing professional development for faculty members.

HLC Academy for the Assessment of Student Learning Plan and Reports

The plan developed for the assessment of student learning in general education includes continuation/development of assessment in global awareness and computer knowledge. In
addition, critical thinking is another general education focus, relating to the complexity of the world in which we exist. Reports indicate that the assessments have been developed and assessed in Spring 2010.

**CSC Assessment Plan**
The plan addresses student learning at the course and program level, as well as general education objectives including global awareness, computer knowledge, and critical thinking.

6) **Planning processes involve internal constituents and, where appropriate, external constituents.**

**Patterns of Evidence:**
- AAS Program Advisory Committees
- Accrediting Agencies
- Cooperative Alliance Meeting Agendas and Cooperative Alliance Agreement
- Health Care Coalition Meeting Agendas and Minutes
- Strategic Planning Process

**AAS Program Advisory Committees**
Advisory committees also contribute to planning and assessment efforts. Advisory committee meetings for AAS degree programs are required by the State. There are two AAS programs at CSC, Child Development and Nursing. Meetings are convened annually, if not each semester. Both advisory committees are very active.

Advisory committees are comprised of community, industry, and educational institution members representing specific occupational programs; the committees provide regular updates to program directors on the job market and salaries. The committees also provide advice on curriculum revisions. This valuable information from external constituents helps CSC administrators stay informed of current trends in the workplace.

**Accrediting Agencies**
CSC also relies on both internal evaluations and external evaluations through accreditation organizations. Two AAS programs, Nursing and Child Development, are evaluated regularly by national industry-specific organizations. The Nursing Program is evaluated by the Oklahoma State Board of Nursing and by the National League of Nursing Accreditation. Annual reports are also required by the Oklahoma State Board of Nursing.

The Child Development Program is evaluated by the National Association on the Education of Young Children (NAEYC). These reviews provide program recommendations and departmental planning processes at Connors. Reports are available in the Resource Room.

**Health Care Coalition**
CSC is a member of the Eastern Oklahoma Health Care Coalition. The members work together to identify needs in health care and methods for meeting those needs. Out of this group, members from Tahlequah requested that the Nursing Program add a site
in Tahlequah for the Career Ladder Program. In response, the Nursing Program received approval from the Oklahoma State Board of Nursing for the site, added another entry for the Career Ladder in January 2010, and will start the Tahlequah site in August 2010. Only Nursing classes will be offered in Tahlequah; any general education requirements are offered only at Warner and Muskogee or online.

Cooperative Alliance
Connors has a cooperative alliance with Indian Capital Technology Center. The alliance, as defined by the Oklahoma State Regents for Higher Education, allows technical classes to be awarded college credit for both high school and adult students at the technology center. The classes and instructors have to meet certain requirements before acceptance by the College for credit. Technology Center students may then enter the AAS in Applied Technology at CSC, take the general education requirements, and complete the degree.

Connors’ administrators, staff, and faculty meet annually and on an “as needed basis” with personnel from Indian Capital Technology Center. The meetings address curriculum changes in technical programs, the general education core, the policies and procedures for advising, enrollment, payment, and transfer of technical courses for college credit.

Strategic Planning
As previously stated, the initial strategic planning and mission review included external constituents including alumni, adjunct faculty, educational institution representatives, and community members. These external constituents met with the internal members to develop the draft mission and strategic plan.

Strengths
- Connors’ planning documents prepare for future building, hiring, and expanding.
- Connors recognizes the needs of the service area and responds by offering online, intersession, Saturday, and evening classes.
- Connors has demonstrated financial stability even during times of financial cutbacks due to careful planning and a healthy reserve fund.
- Connors provides the latest in technology to students and faculty.

Opportunities for Improvement
- Improve environmental scanning to better understand the needs of students and our other constituents.
- Improve the areas of academic advising, financial aid, and registration.
- Improve communications to constituents on the data currently collected.
- Link budget and planning processes more directly to the assessment of student learning results.
Criterion 3: 
Student Learning and Effective Teaching

Core Component – 3A

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

1) The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.

Patterns of Evidence:
- Associate Level Degrees/Certificates/Certificate of Mastery
- Oklahoma State Regents for Higher Education Policy and Procedures Handbook, Chapter 3: Academic Affairs
- Connors Catalog
- Connors Assessment Plan
- Stated Learning Outcomes

Associate Level Degrees/Certificate of Mastery
Connors offers associate degrees, certificates, and a Certificate of Mastery in Child Development. Specifically, three types of associate degrees are awarded - the Associate in Arts (AA), the Associate in Science (AS), and the Associate in Applied Science (AAS). The Oklahoma State Regents for Higher Education Policy and Procedures Manual lists the minimum standards for Associate in Arts, Associate in Science, and the Associate in Applied Science programs (pp. 128-129).

Certificates do not have minimum standards established from the Regents, but, like associate degree programs, must be approved by the OSRHE. The Certificate of Mastery offered by Connors follows curriculum guidelines from the Scholars for Excellence Program, which is sponsored through the OSRHE and the Oklahoma Department of Human Services (DHS).

Connors offers 22 associate degree programs and 03 certificate programs. The AA degree includes eight programs, the AS degree has nine programs, and the AAS degree five programs. Several of the degrees offered have multiple options. (See the CSC Catalog.)

Stated Learning Outcomes
Every academic program and option has identified learning outcomes. Student learning outcomes for academic programs are stated in the college catalog and in the assessment plan. Based upon these outcomes course competencies have been developed that meet both the expectations of the particular course and the overall learning outcomes for the program.
(examples of these outcomes can be found within the course catalog located in the HLC Resource Room).

2) **Assessment of student learning provides evidence at multiple levels: course, program, and institutional.**

Connors’ plan of assessment was purposely designed to include measurements of student learning at every level. Goals were outlined at the institutional level focusing upon the total educational experience of students during their tenure at Connors.

**Patterns of Evidence:**
- **Course Level Objectives**
- **Course Syllabi**
- **Academic Program Objectives**
- **General Education Objectives**
- **CSC Academic Plans**
- **CSC Annual Assessment Reports**

**Courses**
All courses have course objectives, and individual instructors are responsible for assessing students on these objectives. Embedded measures as well as pre- and post-testing and other measures may be used. These assessments are compiled each year into the overall assessment report. Copies of Connors’ assessment reports can be found in the Resource Room. The course syllabi list the expected learning outcomes for each course; an instructor may add other objectives.

An example of course-level assessment of student learning conducted annually and reported to OSRHE is in Connors’ developmental education courses. Over 70 percent of all CSC 2008-09 first-time freshmen were required to enroll in at least one developmental course, typically mathematics, based on skill level. Success rates of students in developmental courses and collegiate-level courses were calculated. Students were also tracked from developmental class to developmental class within subject areas. Findings included:

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund of English</td>
<td>69%</td>
<td>55%</td>
<td>71%</td>
<td>59%</td>
<td>51%</td>
<td>60%</td>
<td>56.9%</td>
<td>58%</td>
</tr>
<tr>
<td>Reading I</td>
<td>54%</td>
<td>31%</td>
<td>24%</td>
<td>42%</td>
<td>58%</td>
<td>52%</td>
<td>58%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Reading II</td>
<td>40%</td>
<td>52%</td>
<td>31%</td>
<td>70%</td>
<td>63%</td>
<td>77%</td>
<td>61.8%</td>
<td>60.4%</td>
</tr>
<tr>
<td>Basic Math</td>
<td>61%</td>
<td>52%</td>
<td>65%</td>
<td>57%</td>
<td>35%</td>
<td>43%</td>
<td>52.5%</td>
<td>36%</td>
</tr>
<tr>
<td>Elem Algebra</td>
<td>57%</td>
<td>53%</td>
<td>61%</td>
<td>53%</td>
<td>49%</td>
<td>44%</td>
<td>45.1%</td>
<td>56%</td>
</tr>
<tr>
<td>Inter Algebra</td>
<td>55%</td>
<td>61%</td>
<td>59%</td>
<td>53%</td>
<td>47%</td>
<td>34%</td>
<td>46.7%</td>
<td>61%</td>
</tr>
</tbody>
</table>

In 2004-2004 and 2004-2005, the success rates were computed by semester.

According to national literature, *The National Study of Development Education II: Baseline Data for Community Colleges* by Gerlaugh, Thompson, Boylan, and Davis (2007), a study of
29 community/technical colleges in 2004-05 indicated that the pass rates for the three areas of reading, writing, and math were 76 percent, 73 percent, and 68 percent, respectively. The success rates for CSC are all lower than the national statistics. We have recognized this and do have modification of developmental courses as one of our HLC Academy for the Assessment of Student Learning projects.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Fund of Engl to Engl Comp I</td>
<td>69%</td>
<td>55%</td>
<td>71%</td>
<td>59%</td>
<td>60%</td>
<td>62.7%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Read I to Read II</td>
<td>54%</td>
<td>31%</td>
<td>24%</td>
<td>42%</td>
<td>52%</td>
<td>64.3%</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>Read II to Fund of Engl</td>
<td>40%</td>
<td>52%</td>
<td>31%</td>
<td>70%</td>
<td>77%</td>
<td>75.7%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Basic Math to Elem Algebra</td>
<td>54%</td>
<td>52%</td>
<td>60%</td>
<td>57%</td>
<td>43%</td>
<td>43.8%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Elem Algebra to Inter Algebra</td>
<td>67%</td>
<td>53%</td>
<td>56%</td>
<td>53%</td>
<td>44%</td>
<td>53.8%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Inter Algebra to College Algebra</td>
<td>57%</td>
<td>61%</td>
<td>57%</td>
<td>53%</td>
<td>34%</td>
<td>50.5%</td>
<td>61%</td>
<td></td>
</tr>
</tbody>
</table>

*In 2004-2004 and 2004-2005, the success rates were computed by semester.
**In 2005-2006 the success rates at the next level were not computed.

The National Study of Development Education II: Baseline Data for Community Colleges by Gerlaugh, Thompson, Boylan, and Davis (2007), a study of 29 community/technical colleges in 2004-05 also indicated that the pass rates for the three areas of reading, writing, and math in the first college credit course were 69 percent, 64 percent and 58 percent, respectively. Although CSC has tracked from course to course, the success rates for college level courses are comparable to the national statistics.

Division chairs have also tracked the number of students who tested out of the developmental classes through pre-tests. There have been few students who tested into the next level for any of the developmental classes. Generally, there are less than a total of 10 students per semester who test into the next level. This is also an indication that the placement scores are accurately predicting ability level.

Connors, like many other colleges, has seen significant growth in on-line courses. Connors currently uses WebCT as the platform for non-mathematics courses and Course Compass for mathematics courses. Connors strives to insure that student learning is a priority in this domain.

In addition to online courses, there are many instructional television (ITV) courses offered between the Warner and Muskogee Campuses. Some courses are also delivered through ITV to area high schools. For the 2008-09 academic year (not including summer), the summary of ITV, blended, and online courses, sections, and enrollments (duplicated) includes the following:

- 80 ITV Courses
- 163 ITV sections
- 9 ITV sections went to area high schools for concurrent enrollments
• 2,100 duplicated enrollments in ITV courses
• 489 hours in ITV courses, or 6,300 man hours
• 80 online and blended courses
• 84 sections of online and blended courses
• 1,525 duplicated enrollments in online and blended courses
• 240 hours in online and blended courses

The 2010 CSC Academic Plan, submitted annually to the OSRHE, includes this information. Assessment of student learning does not vary for classes offered onsite, through ITV, or online. The course objectives are the same, although some of the instructional activities may vary. A review of pass rates in online classes was conducted for two years. Although this was not a direct measure of student learning, the results did indicate that retention/success rates were higher than national data. The data is presented in the following table.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sections</td>
<td>09</td>
<td>17</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>139</td>
<td>282</td>
<td>271</td>
<td>370</td>
</tr>
<tr>
<td>Number of W's &amp; F's</td>
<td>40</td>
<td>51</td>
<td>69</td>
<td>101</td>
</tr>
<tr>
<td>Average Pass Rate</td>
<td>71%</td>
<td>82%</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td>Range of Average</td>
<td>33%-93%</td>
<td>37%-100%</td>
<td>44%-87%</td>
<td>33%-100%</td>
</tr>
<tr>
<td>Class Pass Rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Further studies of the online, ITV, and blended classes would strengthen our understanding of the impact of those classes. Online classes have been offered if a faculty member volunteered to develop a class. We need to implement a formal review and approval process for future online classes, as well as to review existing classes. For other courses, a variety of assessment measures to gauge course objectives are utilized. Other course objectives and measures for assessment of student learning examples are included in the Resource Room.

**General Education Outcomes**

Assessment of student learning outcomes occurs on three levels: the course level, the program level, and the institutional level. Connors has identified eight broad general education learning outcomes that are considered to be vital.

• Writing Skills
• Mathematics
• Reading
• Science
• Computer Skills Competency
• Critical Thinking
• Global Awareness
• Citizenship
These outcomes are assessed in two ways. First, direct assessment is done through standardized testing (Collegiate Assessment of Academic Proficiency or CAAP). Second, assessment is done directly through faculty-designed rubrics, tests, and other embedded measures. Assessment data is described in detail in Criterion 4.

**Academic Programs**

As stated previously, every academic program and option has identified learning outcomes. These are developed by the faculty teaching in the specific program area. Student learning outcomes for academic programs are stated in the college catalog and in the assessment plan. This example of program outcomes comes from the Nursing Program:

1. Provide competent nursing care to meet the bio-psycho-social and cultural needs of clients in a variety of settings, where policies and procedures are specified and guidance is available.
2. Utilize the nursing process as a means for problem solving in order to promote the adaptation of clients across the life span.
3. Organize nursing care for a group of clients through delegation of care and consultation with other members of the health care team as needed to restore optimal health, prevent illness, or promote wellness.
4. Accept accountability for nursing practice and responsibility for professional growth. For these objectives, specific measures were chosen with data collected, analyzed, and reported. The analysis of data drives changes suggested by the Nursing faculty, the Nursing Advisory Board, and the accreditation agencies.

The collection and reporting of course, general education, and program assessment data needs improvement and standardization. As part of the projects for the HLC Academy for the Assessment of Student Learning, CSC is focusing upon implementing more consistent and standard processes and forms for reporting. Most of the work has been done in the General Education area, our first project. We will continue to work on this project.

3) **Assessment of student learning includes multiple direct and indirect measures of student learning.**

**Patterns of Evidence:**

- Standardized Tests
- Classroom measures, such as tests, projects, demonstrations, rubrics
- Standardized accreditation and credentialing tests
- Student evaluations of faculty
- ACT Faces of the Future - A Standardized Survey of Student Satisfaction
- Alumni Survey
- Anecdotal remarks, e-mails, letters

Connors faculty members use many different types of measurements when assessing student learning. They include standardized tests, various classroom measures such as projects, demonstrations and rubrics, surveys and anecdotal remarks.
Standardized Tests

Direct measures are outcome-based. The primary direct measure is standardized testing, which provides a benchmark and a comparison of Connors’ scores to national norms. Examples of direct measures include:

- The ACT is used for assessment of skills in reading, mathematics, and writing, with course placement into developmental or college level courses based upon scores, as set by the Oklahoma State Regents for Higher Education. A 19 is required in the subject areas for placement into college level courses.
- The ACT Compass is used for assessment of skills in reading, mathematics, and writing, with course placement into developmental or college-level courses based upon scores. Compass may be used as a primary placement test for adults 21 and over who have not taken the ACT. For prospective students below 21, it is utilized as a secondary placement test if ACT scores were below 19. (This also applies to adult students who have taken the ACT).
- For placement and ability-to-benefit, CSC also offers the Accuplacer from College Board.
- Developmental mathematics and English classes also use teacher developed pre-tests and post-tests. If a student scores above an established level on the pre-test, the student can move to the next level.
- The developmental reading class is currently revising testing procedures and will probably include a standardized test of reading and comprehension.
- College-level courses incorporate a variety of measures, such as teacher-developed tests, tests and other ancillary materials developed by the textbook publisher, essays, demonstrations, speeches, projects, and simulations.
- The general education area (described more completely in Criterion 4) includes the ACT CAAP, a teacher developed rubric for the computer area, a teacher developed rubric for writing, teacher-developed tests for mathematics and science, and embedded course assessments for citizenship, global awareness, and critical thinking.
- The Nursing Program uses the NCLEX-RN licensure examination.

Indirect measures have included:

- The ACT Faces of the Future Survey
- Institutionally-developed student evaluations of the faculty
- Institutionally-developed alumni surveys
- Institutionally-developed enrollment surveys
- Graduation rates
- Transfer rates
- Retention rates
- Percentage of students successful at the next level of class for students initially enrolled in developmental classes.
- Anecdotal evidence from e-mails, letters, and comments from internal and external constituents.
Results are summarized and reported in the student assessment document. Copies of various measures and results are available in the Resource Room.

4) Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

Patterns of Evidence:
- E-mails with report attachments to All CSC Faculty and Staff
- Connors Website
- Results Provided to Students
- Connors Snapshot
- CSC Graduation Program
- State Evaluation Reports and Board Accreditation Decisions for Nursing
- National Evaluation Reports and Board Accreditation Decisions for Nursing and Child Development
- State and national websites and publications for Nursing
- Oklahoma State Regents for Higher Education Website

Faculty and Staff
The results of the annual assessment of student learning are made available to the faculty and staff on Connors through “CSC-Employees” e-mails. Attachments to the e-mails include:
- The CSC Strategic Plan, as updates are made.
- The annual CSC Academic Plan submitted to the OSRHE.
- The annual CSC Assessment Plan submitted to the Oklahoma State Regents for Higher Education.
- The annual CSC Institutional Snapshot.

In addition, the plan and reports for Connors’ participation in the HLC Academy for the Assessment of Student Learning are available on Connors’ website and is assessable to anyone - students, employees, and the community.

CSC Snapshot and CSC Graduation Program
The CSC Snapshot includes data from the ACT CAAP on general education, NCLEX and CDA pass rates, and indirect information from surveys such as the ACT Faces of the Future and the CSC alumni survey. The CSC graduation program also includes assessment results, such as the NCLEX pass rates.

Results Provided to Students
Results of course assignments and other measures are provided to the students while in the course. Results from the ACT CAAP for General Education are mailed to students, while the results from the rubrics and other embedded assessments are provided in the specific classes.

The Nursing Program and the Child Development Program provide program-level assessment results to students. Other programs could improve the reporting of program outcomes, such as reporting the achievement of an outcome that is completed in a specific course; example, an accounting objective from Business Administration in the course Accounting II.
State Evaluation Reports and Board Accreditation Decisions for Nursing
National Evaluation Reports and Board Accreditation Decisions for Nursing
and Child Development
The results from state evaluation reports, board accreditation decisions, and NCLEX-RN pass rates for the Nursing Program are available to the general public on the Oklahoma Board of Nursing website http://www.ok.gov/nursing.

Results from national reports and accreditation decisions for the Nursing Program and the Child Development Associate level programs are available to the public on the national websites the National League for Nursing Accreditation, Inc. http://nlnac.org/home.htm and the National Association for the Education of Young Children http://www.naeyc.org/.

Oklahoma State Regents for Higher Education (OSRHE) Website
The Oklahoma State Regents for Higher Education website has two components that provide data on Oklahoma institutions of higher education. Some of the data is under “Studies, Reports, and Data,” such as the Annual Student Assessment Report, which includes summaries of the assessment reports submitted by the public colleges and universities (http://www.okhighered.org/studies-reports). Another is the Oklahoma Education Information System (OEIS), which includes information on enrollment, enrollment in development education courses, and outcomes (http://www.okhighered.org/oeis).

5) The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, and transfer rates).

Patterns of Evidence
- Graduation Rates
- Passage Rates on Licensing Exams
- Transfer Rates
- CSC Snapshot
- CSC Assessment Report
- Academic Program Reviews
- Accreditation Self-Studies and Reports for Nursing and Child Development
- Oklahoma State Regents for Higher Education Website

Collected Data Reported for Purposes of External Accountability
Connors uses data from placement test rates, graduation rates, demographic surveys, program reviews, successful transfers to higher education, academic program reviews, external accreditation self-studies and reports, and student satisfaction surveys. This data which includes both direct and indirect measures is integrated into the assessment of student learning.

An example of one of these reports provided to the Oklahoma State Regents for Higher Education is below.
A specific program that requires passage of state and/or national certification and licensure exams is Nursing, which uses the National Council of License Exams (NCLEX-RN). These results are used to assess program success. The Child Development Program also has an external assessment, the CDA Credential. Results are listed below:

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Number Assessed (by Major)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX-RN</td>
<td>(69 candidates) A 92.59 percent pass rate for Warner and a 97.62 percent pass rate for Muskogee compared to a 2009 state pass rate of 86.67 percent and a national pass rate of 88.42 percent</td>
</tr>
<tr>
<td>CDA Credential</td>
<td>(06) Child Development – 100 percent pass rate</td>
</tr>
</tbody>
</table>

The Institutional Assessment Report to OSRHE, prepared by the Executive Vice President and the Director of Assessment and Student Learning, is a document submitted annually by Connors which reports institutional assessment data. Incorporated into this document are the direct findings of the annual assessment report which makes specific use of graduation rates, pass rates in developmental and subsequent courses, licensing exams, or other data reported for accountability (Institutional assessment reports may be found in the Resource Room).
6) The organization’s assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs.

Patterns of Evidence
- Credit Programs
- Credit/Non-Credit Classes

Credit Programs
All academic programs have established student learning objectives. These objectives are listed in the CSC Catalog. In 2007-08 the Director of Assessment reviewed each of the academic program objectives with the program director/coordinator or division chair to ensure that objectives were measureable and reasonable. Objectives are also reviewed in the academic program review cycle. Objectives have been improved, but more work needs to be completed on linking measures to the objectives.

Credit/Non-Credit Classes
Connors does not offer any non-credit certificate programs. There are some credit/non-credit courses offered. Course evaluations are conducted; results are described in Criterion 5. Continuing enrollment in classes that are offered each year or each semester is also used as an indirect measure of the overall success of the class.

7) Faculty is involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

Patterns of Evidence:
- Faculty Involvement

Faculty Involvement
Student learning outcomes are developed by faculty members. Typically, the division chair will meet with faculty and adjunct faculty teaching specific academic programs to develop or refine the program level and course objectives. For the general education objectives, a variety of groups were included:
- The Academic Council, which includes the division chairs (who also have a teaching load).
- The Assessment Committee, which includes division chairs, faculty members, and other personnel.
- Faculty who teach the classes in which the general education objectives are included and assessed.

Faculty members are also responsible for the selection or development of measures to assess student learning outcomes.

8) Faculty and administrators routinely review the effectiveness and uses of the organization’s program to assess student learning.
Patterns of Evidence
- Assessment Committee Meeting Agendas
- Academic Council Meeting Agendas
- Academic Program Reviews
- HLC Academy for the Assessment of Student Learning

Assessment Committee
The assessment committee is a standing committee that reports to the Executive Vice President and is composed of all division chairs, full-time faculty members, the registrar, and academic advisors. This committee is the primary reviewing body of Connors’ assessment program and plan. The committee meets to identify strengths and weaknesses in assessment at least once per semester. The Director of Assessment and Student Learning and the Executive Vice President have the primary responsibility for compiling the annual assessment report.

Academic Council
The Academic Council also regularly discusses and reviews assessment of student learning. They were very involved in the discussion and modification of the general education objectives.

Academic Program Reviews
During academic program reviews, which are described more fully in Criterion 4, program level objectives are also reviewed. Academic program reviews typically occur every five years as required by the Oklahoma State Regents for Higher Education.

HLC Academy for the Assessment of Student Learning
Connors joined the HLC Academy for the Assessment of Student Learning in Fall 2008. Since there was an initial plan developed with periodic reviews, the structure of the Academy has also assisted us in maintaining periodic reviews of the assessment of student learning.

Core Component - 3B
The organization values and supports effective teaching.

1) Qualified faculty determines curricular content and strategies for instruction.

Patterns of Evidence
- Qualified Faculty – HR Files and CSC Catalog
- Connors State College Snapshot

Qualified Faculty
It is the intention of Connors to place well-qualified faculty into classrooms and to follow the guidelines of OSRHE and the HLC on determining qualified faculty. Connors employs qualified instructional faculty and empowers them to determine curricular content and strategies for their individual classrooms. Files in the Human Resources Office contain faculty credentials. A list of full-time faculty with degrees is in the CSC catalog.
Faculty requirements for CSC include that the majority of faculty must hold a degree at least one level above that of the program in which they teach, that general education faculty have a master’s degree or at least 18 graduate hours in the area in which they teach. The majority of general education faculty and those in transfer programs hold a masters degree or higher and have completed substantial graduate coursework in the discipline of the courses taught. Exceptions occur in the AAS programs and in some computer classes.

Connors’ nursing department has worked hard to ensure that 100 percent of their faculty has at least their Master’s in Science in Nursing; one of the faculty members has an EdD.

Faculty Profile
During the 2008-09 academic year, Connors’ full-time faculty consisted of 47 members. Of that number, 19 were male (40.4 percent) and 28 were female (59.6 percent). This male to female ratio is similar to state demographics and the enrolled student population.

The college-level teaching and technical experience of Connors’ full time faculty average 9.21 years. The average number of full time faculty members in the last four years (2006-09) was 50.3; the average number of adjunct faculty members in the same time period was 50.5. The figure below shows the number of full time and adjunct faculty at Connors from Fall 2006 to Fall 2009.

Currently, 76 percent of the full time faculty holds master’s degrees. Nine percent of faculty holds doctorate degrees, and 15 percent have bachelor’s degrees. In comparison, 55 percent of adjuncts hold master’s degrees, 8 percent of adjuncts hold doctorate degrees, and 37 percent of adjuncts hold bachelor’s degrees.
Curricular Content
Curriculum is determined through a clear process - developed primarily by faculty, aligned with the state course equivalency project, and approved by the curriculum and review committee.

Approved courses and programs are forwarded to the president for his review and recommendations to the OSU/A&M Board. Ultimately, programs must be submitted to the Oklahoma State Regents for Higher Education before being offered, and once approved by that body, is subject to stringent review.

The curriculum is faculty-driven. Faculty members review and revise the curriculum for their courses as a result of assessment data, community needs, and current trends. The curriculum is driven by articulation agreements with four-year universities and state matrix courses equivalencies. A list of articulation agreements can be found in the resource room, http://www.okhighered.org/student-center/transfer-stdnts/course-transfer.shtml is the link to the course transfer matrix.

2) The organization supports professional development designed to facilitate teaching suited to varied learning environments.

Patterns of Evidence
- Budget
  - Training (In-Service)

Budget
Connors’ administration encourages faculty and staff participation in professional development activities to maintain relevancy, to stay current in their curricular areas and to enhance instructional strategies utilized. Professional development funds are budgeted each year for faculty and staff development as shown in the budget.

Training
Connors has consistently promoted professional development for faculty and offers in-service workshops at the beginning of each semester for both full time and adjunct faculty. Sessions include those presented by external presenters and internal faculty/staff members
who have demonstrated expertise in instruction. Workshops are presented during the fall and spring semesters.

Although institutional funds are provided to faculty for professional development opportunities, to supplement these funds, several grants for professional development have been written and funded. These grants have allowed faculty to attend for the first time the National Association of Developmental Education, the National Retention Conference, and the League for Innovation Conference.

3) The organization evaluates teaching and recognizes effective teaching.

Patterns of Evidence
- Evaluation of Faculty
- Student Evaluation of Faculty
- Recognition
- CSC Employee Handbook

Evaluation of Faculty
Faculty members at Connors are evaluated by their respective division chairs and by students. Connors has an effective evaluation process for instructional personnel. Full-time faculty members are on probationary status one year at a time, for a minimum of three years, unless otherwise noted in their contract renewal. For specific information regarding probationary status refer to the Connors’ Faculty/Staff Handbook in the Resource Room.

All full-time faculty members are evaluated by their department chairs in the spring semester on a three-year rotation after the first three years of service. During the first three years, new faculty members are evaluated every year. Starting with the Spring 2009 semester, Connors piloted a program to evaluate adjunct faculty. This program will be continued on the same three year rotation as full-time faculty members. In addition to the department chairs evaluations, any faculty member can be evaluated by students as needed.

Results of the evaluations are shared with individual faculty members, the respective division chair, and the Executive Vice President. Copies are maintained in the Human Resources Office. These evaluations are used to enhance faculty effectiveness. (Copies of blank evaluation forms are located in the Resource Room.)

Recognition
A “CSC Faculty of the Year” is chosen annually by full-time faculty. The honoree is presented a plaque by the CSC Alumni and Friends Association at their annual meeting/banquet. The College also presents a plaque to the faculty member at commencement and places his/her name on a perpetual plaque that is located outside the President’s office.

In addition, the “CSC Faculty Member of the Year” is recognized by the Muskogee Area Educational Consortium at the annual “Hooray for Teachers” celebration. The faculty member receives public recognition and an array of “teacher” materials, such as copy paper, memo pads, and pens.
Faculty members have also been encouraged and supported to apply for external awards. Additional nominations for external awards are also pursued and completed, not limited to the following examples:

- “State of Oklahoma-Higher Education Oklahoma History Teacher of the Year” at an awards program in Oklahoma City.
- The “CSC Most Creative Teacher” honored at the annual Northeastern State University Teaching and Learning Conference for four years.
- One art/humanities faculty member was recognized as one of 2006 “Outstanding Global education Consortium Faculty Award Winners”.
- A mathematics faculty member was honored by the Oklahoma Association of Community Colleges in 2007 as one of the winners of “Great Ideas in Teaching”.
- One nursing faculty member was named “Tulsa Kaplan’s Teacher of the Year” in 2009.
- A child development instructor was recognized by the State of Oklahoma Governor’s Office.
- Who’s Who in Teaching has also recognized several faculty members.

CSC also has “fun” awards. Faculty (or staff) can be nominated to “Kiss a Pig,” sponsored by the Aggie Club. The winner, who receives the most donated money, actually kisses a pig. Another event is the “Show Ring Winner” for the inexperienced faculty (or staff) member who scores best on showing an animal in the show ring.

4) The organization provides services to support improved pedagogies.

Patterns of Evidence
- Budget
- Technology

Budget
Connors maintains the position that improvement of pedagogy involves two primary areas of consideration. Both new and veteran instructors must be provided with opportunities to learn their curricular areas. Faculty members must be provided with facilities, equipment, and services necessary for the effective implementation of improved pedagogy. CSC embraces these ideas and consistently provides opportunities and the technology to ensure that instruction is of the highest quality.

Technology
Connors is striving to improve the technical equipment on campus and to offer appropriate support for it. Campus technology as evolved to include instructional computer technology and the education tools used to enhance learning. Faculty members are provided with a variety of quality instructional technology. The majority of classrooms have computers for faculty to use during lectures to enhance student learning.

Technology for ITV rooms includes:
- HD TVs
- Document Camera
Technologies available for checkout to faculty members from the Library include:

- Televisions
- VCRs
- DVD/VCR combos
- Carts
- Projectors and screens
- Digital cameras
- Camcorders
- Laptop computers
- Dry easels and flip-chart stands

Connors’ administrators also support innovative instructional practices by writing grants that introduce or expand such practices. One of the most recent grants, a “Brain Gain Grant” from the Oklahoma State Regents for Higher Education, introduced a new design for teaching developmental mathematics.

5) The organization demonstrates openness to innovative practices that enhance learning.

Patterns of Evidence

- Distance Education
- Online Classes
- Course Scheduling
- Learning Resources Center Materials and Support

The support of innovative teaching practices to enhance student learning characterizes Connors’ drive to provide the highest quality of education in northeastern Oklahoma.

Distance Education

Distance education has been a successful endeavor for Connors, and multiple distance education delivery methods have been utilized. Embedded in Connors’ “Mission and Core Values” are the themes of providing an innovative learning community and accessible education.

Courses offered by Connors’ ITV have allowed the College to address the needs of constituents who do not have access to direct delivery courses. Specifically, ITV has allowed Connors to offer courses at multiple campuses when low enrollment would not have allowed them to be offered separately at each campus, and to offer college classes to high school students unable to drive to campus. From Spring 2001 till Spring 2009, Connors has broadcast 945 courses serving 10,191 students. In addition, from Fall 2008 to Spring 2010, Connors has received 29 courses from Southwestern Oklahoma State University serving a total of 129 students.
Connors’ Distance Education program is comprised of ITV and online course offerings. ITV consists of five fully-functional rooms at the Warner campus paired with five fully-functional rooms at the Muskogee Port Campus. These rooms serve as Connors’ primary ITV rooms and are used to connect courses between campuses as well as off-campus sites such as high schools and other institutions.

Connors’ ITV program also has three mobile conference units available. Two are located in the Library on the Warner Campus. One conference room unit is located in the Library’s Group Study Room and is utilized by non-Connors students (usually graduate level students) taking courses from other institutions, the most recent being classes from Southwestern Oklahoma State University located in Weatherford, Oklahoma, as late as Summer 2010. It is also utilized by faculty and staff for videoconferencing or by low enrollment ITV courses.

The other unit in the Library building is in the President’s conference room. This unit is primarily used as a videoconferencing device with other state institutions and entities but can be used, in an emergency, as a classroom device.

The third unit located on the Warner Campus is located in the office of the Director of IT Systems. This unit can be used as a conferencing device with other state institutions and entities as well. It can be requisitioned for use as a classroom device in an emergency. (A fourth unit located at the Downtown Muskogee Campus is inoperable at the present time.)

For the 2008-09 academic year, Connors had ITV partnerships with the following high schools and institutions: Hilldale High School (Muskogee), Stigler High School, Stilwell Indian Capital Technology, Wagoner High School, and Southwestern Oklahoma State University. Currently, we are offering six extension courses to area high schools and other institutions through ITV.

Connors’ online offerings are delivered through the use of WebCT. Mathematics courses use the Course Compass platform (www.coursecompass.com). In the 2008-09 school year, Connors hosted 118 online courses, of which 31 were conducted solely online. The remaining courses are considered blended courses since they utilize the traditional classroom lecture course method accompanied by the online delivery method.

**Course Scheduling**
Connors offers flexibility in course scheduling providing educational opportunities for students desiring to complete coursework in multiple formats. Connors’ course offerings include:

- Evening classes
- Winter and two Summer Mini-Mesters.
- Four-week and eight-week courses during the Summer semester.
- Saturday classes
- Traditional schedule
Library Materials and Support
The Library Learning Center (hereafter referred to as the Library) is a vital component in the educational program of the school. Its resources, regardless of format, are selected, maintained, and used primarily for the purpose of enriching classroom curriculum. The materials are also used to challenge students to complete further research and learning outside the classroom. In 2007 the Library added recreational reading materials for the Warner Campus residential community. The faculty and staff of Connors also use the Library’s resources to enrich their own research and learning as they prepare materials for classroom presentations.

There have been many changes in the library and reading areas during the past ten years. Computer availability has grown from two computers for circulation and cataloging to forty-three computers at both campus library locations. These computers are used for everything from Microsoft Office applications to Internet access for staff and students alike.

The Oklahoma Department of Libraries provides several databases that are available to all libraries in Oklahoma. Also, for most of the last ten years Connors’ library has had an agreement with two member libraries of the Eastern Oklahoma District Library System on the purchase of two databases, SIRS Knowledge Source and Opposing Viewpoints Research Center. The agreement was dissolved this past year by mutual agreement. The public libraries had less need for these academic resources than Connors in view of the changed focus of the public libraries in their recently revised long-range plans.

Technology additions have been the largest expenditures for Connors’ libraries. These technology additions have included hardware and software for student use in the libraries and in the reading room. Much of the technology funds have come from grants or capital bond monies.

Since 1999 the Warner Campus library removed most of its fiction collection (which was over 30 years old) and added new, popular, recreational reading titles via Brodart-McNaughton’s book lease program. This was done primarily at the request of the reading instructor who emphasized reading outside the classroom as well as classroom reading exercises. Non-fiction titles were also ordered, but experience has shown that there is very little interest in popular non-fiction by the campus community. The book lease program has proven to be very popular among students, faculty and staff alike.

The success of the McNaughton book lease program prompted the library to initiate a DVD loan program of popular movie titles at the Warner Campus Library in 2009-10. (There are no DVD rental outlets in Warner.) The Warner Public Library has DVDs for loan but most are more family-oriented or educational in nature. DVD loans are limited to faculty, students and staff. Response to the DVD loan program has exceeded expectations.

Library surveys of the faculty, staff and students reveal that the majority of the Library patrons are pleased with the services offered, are able to find all of the materials that are needed to complete their projects, and find the staff to be helpful. The surveys have been used to determine the needs for additional resources and other services for the Library. Copies of the survey questionnaires and a summary of the results are in the Resource Room.
The circulation statistics have reflected that usage of all types of materials have been steady. The addition of computer databases and the Internet have not diminished the use of books and magazines. (Survey results are in Resource Room.)

While Connors does not currently have any formal agreements with the public library system that serves most of Connors’ primary service area, our relationship with the Eastern Oklahoma District Library System (EODLS) is strong. The Library Director has served several terms on the EODLS Board and has held the offices of vice-chair and chair. The Executive Vice-President also served a term on the Board. Connors’ library director and the director of the Muskogee Public Library, the largest of the EODLS member libraries, work closely to meet the needs of the citizens we both serve.

Through student surveys, we know that the Muskogee Public Library is a primary resource for Connors’ students in Muskogee and Wagoner County (north of Muskogee). The EODLS on-line catalog also provides any Connors student with a valid EODLS library card access to the resources of the entire six-county library system. (Wagoner county residents must pay a $10 per family annual fee for an EODLS library card.)

Connors students who live south of Muskogee County can use the resources of the Southeastern Oklahoma Public Library System (SOPLS) whose service area overlaps Connors’ southern primary service area boundary. While no formal arrangements exist with SOPLS, Connors students with valid Southeastern library cards may use the System’s resources.

Connors is a member of the Oklahoma Council of Academic Library Directors (OCALD). In 1999 the group initiated and formalized the OK-Share Library Card System. The OK-Share agreement extends reciprocal borrowing privileges to the faculty, staff and students of all the Oklahoma higher educational institutions that sign the agreement. Each participating college must keep the appropriate records, provide OK-Share information on their web site and provide information for posting on an OK-Share web site.

Connors’ Library is also a member of the OSU/A&M library consortium, made up of OSU-affiliated libraries and a few other non-affiliated academic libraries who pooled their resources to purchase, use and maintain the Voyager library management system and online catalog software. Along with providing Connors with a state-of-the-art library management system with the ExLibris Voyager software, this alliance also provides the library with technical support and expertise.

The increase in technology hardware with its demand for space and power is a concern in buildings not designed as electronic libraries. The situation is critical in both library locations but more so in Muskogee in a building that was built in the late 1800’s. The limited space and wiring at both campus facilities limits the amount of equipment available for public use.

**Tutoring Services**
Student Support Services (SSS) offers tutoring in its offices on the Warner Campus and at the Muskogee Downtown Campus. This is a free service offered to SSS eligible participants.
The lab at the Warner Campus is equipped with computers offering a variety of tutorial software. Connors recognizes the need to increase tutoring availability at all its campuses.

6) The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

Patterns of Evidence:
- In-service Workshops
- Technology and Support
- Conferences

In-Service Workshops
Connors conducts two faculty in-service workshops annually. These in-service programs are organized by the Executive Vice-President with input from the faculty. Topics presented to date include, but are not limited to, safety training, service learning, student assessment, changes in the developmental mathematics program, advisement, and new laws relating to student confidentiality.

Technology and Support
Connors provides an online help ticketing system to handle technical concerns. Students, faculty members, and staff who experience technical issues may use it to receive help.

Connors is committed to ensure that faculty members have the technologies necessary to effectively implement enhanced learning opportunities. Various presentations have been offered during in-service workshops.

Conferences
Faculty members have attended a wide-range of professional conferences relating to instructional pedagogy and technological tools available to educators. Information regarding conferences attended by faculty is available in the Resource Room.

Connors’ administration recognizes the benefits to the faculty and staff of providing the opportunity for professional development by bringing in speakers, and also by encouraging the attendance at conferences and seminars throughout the country.

Being part of academia means being involved with other faculty, administrators and staff from institutions of higher learning throughout the country. By participating and sharing ideas with others, solutions to universal problems in academia can be addressed and discussed.

Participation in conferences and conventions include attendance at meetings in Orlando, Florida; Tahlequah, OK; Denver, CO; Midwest City, OK; Stillwater, OK; Norman, OK; Oklahoma City, OK; Edmond, OK; Enid, OK; Albuquerque, NM, Dallas, TX, Chicago, IL, and El Reno, OK. The Resource Room contains evidence of attendance.
Workshops Hosted
In-Service workshops assist in learning how to deliver online courses via WebCT, workshops for various software programs which will aid in maintaining student grades such as Excel, and speakers trained to guide faculty in teaching physically challenged students. A faculty In-Service is held prior to the Fall and Spring semesters. Staff members have also initiated an annual one-day in-service, held the first time during the 2009 Fall Break. The Resource Room contains in-service agendas and information concerning professional development opportunities.

CSC has also hosted regional and state workshops/conferences in which our employees participate. Some of the events have included:
- The annual Oklahoma Global Education Consortium Conference.
- A statewide Developmental Mathematics Workshop.
- Regional library workshops presented by the Oklahoma Department of Libraries.

7) Faculty members actively participate in professional organizations relevant to the disciplines they teach.

Patterns of Evidence
- Professional Memberships

Many of Connors’ faculty members are active in professional organizations that promote better teaching practices and/or are related to their specific disciplines. Several have held offices or served as board members in these organizations. For example:
- Child Development Faculty serves as a peer evaluator/team chair for the National Association for the Education of Young Children (NAEYC).
- Two administrators have served as evaluators for the Oklahoma Quality Award Foundation, Inc., Oklahoma’s version of the Malcolm Baldrige Program.
- One administrator serves as a Consultant Evaluator for the Higher Learning Commission of the North Central Association of Colleges and Schools.

Although the primary role of faculty members at Connors is teaching, research has been conducted and presentations have been made at conferences/workshops including; but not limited to the following:
- OSRHE Cooperative Alliance Workshop, Fall, 2007.
- Oklahoma Distance Learning Association, several years.
- Oklahoma Global Education Conference (OGEC), several years.
- OGEC, 2005 art exhibit.
- The Child Development faculty/coordinator presented our peer coaching program in a poster session at NAEYC’s Professional Development Institutes in New Orleans in June, 2008.
Core Component - 3C

_The organization creates effective learning environments._

Connors is a small, rural, community college so communication is easily facilitated between faculty, staff, and students. Student learning environments are improved due to this flow of communication. All departments are involved in assessment activities designed to improve curriculum, learning resources, facilities, services, and the student’s experiences.

1) **Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.**

**Patterns of Evidence**
- Cycle of Assessment
- Examples of Changes Made Due to Assessment of Student Learning
- Instructional Resources
- Student Support Surveys

**Cycle of Assessment**
Connors is required to submit a yearly assessment report to the Oklahoma State Regents for Higher Education (Copies are in the Resource Room). These reports help shape changes made to curriculum, pedagogy, instructional resources, student services, and facilities.

Instructional programs describe their current objectives, last year’s objectives, and describe whether or not last year’s objectives were met on the annual Project Management reports. For the instructional programs, the objectives may also include increasing enrollment or other areas not directly related to the assessment of student learning, but more related to institutional effectiveness.

**Examples of Changes Made Due to Assessment of Student Learning**
Examples from the 2008-09 CSC Assessment Report are presented below:

**Mathematics**
The developmental mathematics classes were restructured in 2005-06. The new design provided a combination of lab-based and theory instruction, with more emphasis on lab. The curriculum was reviewed during 2007-08, eliminating some units that were not necessary for success at the next level of mathematics or in college-level mathematics since many students had problems completing all the objectives of a class.

Also, the lab-based learning structure was reinforced through short lectures, and syllabi were revised, including additional information on timelines. The grading structure was also changed to include points for homework. The format of the classes allows students to finish multiple classes per semester.

**Reading**
In the area of developmental reading, the instructor has instituted several instructional modifications. A major change in the structure of the program was to move away from mostly
independent work for students based on individual study plans to direct instruction in comprehension, fluency, and vocabulary strategies in harmony with recent research.

**Agriculture – AS in Horticulture**
- Another greenhouse was built to ensure that students had access to expanded laboratory experiences and exposure to a greater variety of plant materials.
- Changes were also made in the curriculum to better align with Oklahoma State University, the major transfer institution. Those changes included:
  - Changed program core hours from 17-23 to 14.
  - Changed guided electives hours from 0-6 to 9.
  - Placed Agricultural Orientation under program core.
  - Added the following classes:
    - HORT 2513-Herbaceous Plant Materials
    - HORT 2613-Woody Plant Materials
    - HORT 2202-Commercial Plant Production
    - HORT 2302-Horticulture Growing Systems
    - HORT 2402-Residential Landscape Design
    - HORT 2101-Landscaping with Native Materials
    - HORT 2201-Maintaining the Home Landscape
  - Included woody plant materials and herbaceous plant materials under the program core, with all other new courses under guided electives.

**Agriculture Equine Technology**
The Associate in Applied Science program was changed to an Associate in Science degree program. Most jobs are requiring higher skill levels and baccalaureate degrees, so the majority of the students had begun to take additional general education courses so they could transfer into a baccalaureate degree.

**Arts and Letters**
To ensure that students have the ability to produce and edit documents utilizing computer technology, the English faculty requested a computer lab for writing, which was completed as a pilot project on the Warner Campus.

**Child Development**
All Lab courses continue “peer coaching,” ensuring students quality field experiences. To meet student needs and due to constraints in lab facilities, a system of peer coaching developed. Upper level students earn service learning credit while serving as mentors for lower-level students. Coach training has proven to be a challenge. Free training with a CEU certificate has been offered. This training certificate, along with a “transcript” of service learning hours and a folder of service documentation becomes a part of the capstone course requirements for this component. Additionally, it is necessary to maintain graduate students as coaches.
- Key assessments for each class have been aligned with NAEYC professional standards. Proficiency project guidelines and their corresponding rubrics have continuously been improved. Feedback from the NAEYC visit will be used to refine and modify key assessments. A data system to track student performance on each standard is an urgent need. Assistance with this is requested. Because *WebCT* has
“grading forms” that record scores, it is possible that this data might easily be copied into a data file for program analysis.

- Modifications were made as recommendations from NAEYC team and for ease of transfer. They included:
  - General Education Requirements:
    - Eliminated “Selected Electives” and collapse into General Education Requirements.
    - Added Sociology 1113-Principles of Sociology
  - Minimum Program Requirements: (same as for AA)
    - Orientation Course added as requirement, and to be taken 1st semester.
    - Child and Family, and Guidance of YC - need CHDV 2523 prerequisite added.
    - CHDV 1113-Professional Prep—Reduced to 2 hour lecture course, accommodates addition of 1 hour course. Key assessment was moved to CHDV 2543, reducing work load.
    - CHDV 2543-Language and Literacy—move to requirements for accreditation key assessment - key assessments must be done by all students in program.
  - Program Electives: (same as for AA)
    - Ensured Prerequisite is in place for all courses.
    - Added CHDV 2593-Infant Toddler Programs.
    - CHDV 2223-Creative Experiences.
  - Support Courses:
    - Eliminated—per recommendation of accreditation team, to increase child development hours.

**Peer Coaching Program**

While quality settings may be limited, the quality of teaching and care giving can be increased through adequate support in skill development. This has led the faculty to begin to look at mentor programs in which graduates and upper level students would receive free mentor training, with continuing education units attached, be assigned a “protégé” in their geographic region, and voluntarily provide support in skill development and observational feedback.

The program was advertised in upper-level classes and on course room web sites. While many students indicated interest, only three students indicated they were willing to participate. Many students who indicated interest also stated their inability to leave work for a few hours on an occasional basis. Another issue that frequented the discussion was whether payment would be received for providing this service. The number of students who would need observations in any given semester would be near 20.

**Computer Science**

- A meeting was held in Fall 2008 with NSU to review the curriculum to aid transfer. No changes made.
- Due to low numbers of graduates, reviewing marketing and scheduling of classes is planned.
General Studies
- This request for program modification came from the enrollment services office. The reasoning is that the requested modifications will allow greater flexibility in the degree plan and better accommodate our students. The basic change is in the 24 hours of program requirements.
  - Currently students take three or more courses from seven academic areas for nine to 18 hours and two or more courses for six to 15 hours in 11 academic areas.
  - The recommended modification would require students to take at least one three-hour course from a minimum of four different disciplines from a list of 28 academic areas.
  - The modification also updates the academic area listing.

Nursing
- The Nursing department continues to utilize Kaplan Subject Test Assessment Resources testing package to maintain a high NCLEX-RN pass rate. Focus-testing is available at all levels with integrated testing included in course requirements.
- The graduating students find the four-day NCLEX-RN review course a very positive contribution to their success. Three Connors’ nursing instructors are part of the Kaplan review resources available to the students.
- Mentoring sessions are offered for all course levels in nursing based on student need. These sessions are available both on a group basis and on an individual basis.
- Computer labs requested by graduating student surveys have been funded and completed in the Jacob Johnson Building on the Warner campus. The labs allowed for computerized testing by both Nurs 1117 and Nurs 2137, for the Fall, 2008 semester. Plans are underway to improve computer access to nursing students at the Downtown Muskogee campus. (Note: As of this writing all of the nursing computer resources have been moved to the Synar Building on the NSU Muskogee Campus).
- All skills labs have been updated to include electric beds and wall units to better simulate patient experiences.

Psychology
- Curriculum changes included:
  - Made Psychology 1113 a prerequisite course for all of the advanced psychology courses offered at Connors.
  - Changed the name of Psychology of Personality Adjustment PSYC 2113 to Psychology of Adjustment. This brought the course more in line with the courses of other institutions that are listed on the OSRHE’s Matrix as Psychology of Adjustment and aided our students who transfer from Connors.

Sociology
- Modified the Pre-Professional Sociology Option degree plan by:
  - Made the required psychology course for sociology majors PSYC 1113-Introduction to Psychology rather than the current PSYC 2313-Developmental Psychology course.
  - Changed the degree plan for the Sociology Pre-Social Work Option by deleting the business course requirements section. The two courses listed, BUSN 2113-
Macroeconomics and BUSN 2213-Microeconomics, were moved to the elective section of the degree plan.
- A psychology requirement of three hours, PSYC 1113-Introduction to Psychology, was added to the degree plan. This did not change the number of hours that the majors will have to take.

One of the instructors’ main jobs is to work on assessing student learning at the classroom level. All programs at Connors have program objectives, and each course within that program has course level objectives. Instructors in each department have recently reviewed all objectives to insure that they still fit the needs of the student and the program. In addition to testing, members of the faculty also rely on projects, portfolios, and other assessment techniques.

Program reviews are completed by Division Chairs and the Executive Vice President. After the reviews are completed they are submitted to the academic council and then sent to the OSRHE. The Regents determine which programs are to be reviewed. There is a regular cycle of programs and programs with low enrollment are reviewed more often.

Student surveys are also used to assess classroom instruction. All students are encouraged to comment on any area and are asked a variety of questions regarding the course, curriculum, and the instructor. Results are compiled by Director of Assessment and Student Learning, and then shared with the Executive Vice President, the appropriate division chair, and the instructor.

Students are given an exit survey prior to graduation. This information provides feedback on educational programs and Connors as a whole. This information is included in the annual assessment report.

**Faces of the Future Survey**
Faculty, staff, and administration value the opinions of students who have experienced instruction, courses, programs, and services at Connors. Surveys offer indirect evidence of the effectiveness of our institution.

The “Faces of the Future” survey was conducted each year from 2002-07 and again in Spring 2010. The results from the most recent survey are in the Resource Room.

The results from *Section IV- Current College Experience, Item C: Satisfaction with This College for 2004, 2005, 2006, 2007, and 2010 are shown in the tables below:*
### Figure 38: Faces of the Future Survey  
**May 2010**

**Section IV – Current College Experience, Item C:**  
Satisfaction With This College

<table>
<thead>
<tr>
<th>Satisfaction with Connors State College</th>
<th>CSC %</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>39.5</td>
<td>33.9</td>
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<tr>
<td>Satisfied</td>
<td>47.7</td>
<td>49.4</td>
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<tr>
<td>Neutral</td>
<td>11.2</td>
<td>13.8</td>
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<tr>
<td>Dissatisfied</td>
<td>1.2</td>
<td>2.1</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>0.4</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied

---|---
Total Group Average: 4.25 | 4.14

### Figure 39: Faces of the Future Survey  
**November 2007**

**Section IV – Current College Experience, Item C:**  
Satisfaction With This College

<table>
<thead>
<tr>
<th>Satisfaction with Connors State College</th>
<th>CSC %</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>32.5</td>
<td>33.9</td>
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<tr>
<td>Satisfied</td>
<td>52.2</td>
<td>49.4</td>
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<tr>
<td>Neutral</td>
<td>11.6</td>
<td>13.8</td>
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<tr>
<td>Dissatisfied</td>
<td>2.6</td>
<td>2.1</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>1.1</td>
<td>0.8</td>
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</tbody>
</table>

Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied

---|---
Total Group Average: 4.12 | 4.14

### Figure 40: Faces of the Future Survey  
**February 2006**

**Section IV – Current College Experience, Item C:**  
Satisfaction With This College

<table>
<thead>
<tr>
<th>Satisfaction with Connors State College</th>
<th>CSC %</th>
<th>National %</th>
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</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>26.0</td>
<td>33.3</td>
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<td>Satisfied</td>
<td>50.0</td>
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<td>Neutral</td>
<td>20.3</td>
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<tr>
<td>Dissatisfied</td>
<td>2.9</td>
<td>2.0</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
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<td>0.7</td>
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</tbody>
</table>

Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied

---|---
Total Group Average: 3.97 | 4.13
Figure 41: Faces of the Future Survey  
February 2005  

Section IV – Current College Experience, Item C:  
Satisfaction With This College

<table>
<thead>
<tr>
<th>Satisfaction with Connors State College</th>
<th>CSC %</th>
<th>National %</th>
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<td>Neutral</td>
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<td>Dissatisfied</td>
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<td>2.1</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>1.4</td>
<td>0.7</td>
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</tbody>
</table>

Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied

Total Group Average: 4.05 4.11

Figure 42: Faces of the Future Survey  
April 2004  

Section IV – Current College Experience, Item C:  
Satisfaction With This College

<table>
<thead>
<tr>
<th>Satisfaction with Connors State College</th>
<th>CSC %</th>
<th>National %</th>
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</thead>
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<tr>
<td>Very Satisfied</td>
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<td>Satisfied</td>
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</tr>
<tr>
<td>Neutral</td>
<td>18.1</td>
<td>14.1</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>0.6</td>
<td>2.1</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>0.3</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied

Total Group Average: 4.06 4.11

In general, students are “satisfied” or “very satisfied” with Connors. The “very satisfied” level and the group average have increased since 2004, a positive trend.

Some examples of how facilities and courses were changed due to assessment:

- The chemistry lab was moved and completely renovated.
- The general physical science/physics lab was moved and completely renovated.
- The math labs at Warner and Muskogee were moved and upgraded.
- The agricultural equine classroom and offices were moved and totally renovated.
- The agricultural division offices were moved and renovated, and a multi-media classroom was developed for agriculture.
- Computer labs were all upgraded with new computers and in part of the labs, with new furnishings.
- The biology lab at Warner was renovated.
- The anatomy and physiology lab at Warner was renovated.
- An anatomy/physiology/microbiology lab at Muskogee was added, partially with grant funds supplemented by institutional funds.
- Developmental mathematics classes were completely revamped. They are now based on a proficiency approach. Students must demonstrate proficiency in each unit in order to proceed to the next course.
- The nursing facilities were renovated, with new equipment, such as headwalls, added. A new computer lab was also added for nursing. In January 2010 the entire Nursing Program was moved to the Synar Building on the Northeastern State University Muskogee Campus. Facilities were renovated for their offices and classrooms/laboratories. The facility is an excellent new home for the program.
- The indoor arena was renovated, with a new watering system and electrical work.
- The equine barn was renovated, with new stall doors, painting, mats, fans, and other equipment.
- Multimedia equipment was added to all campuses including the correctional sites.

2) The organization provides an environment that supports all learners and respects the diversity they bring.

Patterns of Evidence
- Demographic Data
- Financial Aid Data
- ACT Faces of the Future Surveys
- Correctional Sites
- Cultural Awareness Activities

Demographic Data
The Connors’ student body is diverse, comprised of:
- Asian students – 0.7%
- Black students – 8.9%
- Caucasian – 56.9%
- Hispanic – 1.9%
- Native American – 31.5%
(Fall Institutional Profile 2009 data)

Connors serves both traditional and non-traditional students in Muskogee, Warner, and the correctional sites during daytime, evening, online, seminars, and weekends. In addition, Connors serves high school students through concurrent and dual enrollment. The Cooperative Alliance Agreement with Indian Capital Technology Center allows Connors to serve those students as well.

Approximately 75 percent of Connors’ students receive financial aid. The area served by Connors is predominantly a low-income, low-educational attainment area.

ACT Faces of the Future Surveys
Annual measurement of student satisfaction via ACT Faces of the Future survey indicates that students continually rate faculty and administrators (as well as other students) very high in respect for diversity among students. Availability of computing resources was rated in the bottom five for several years. To address this, CSC has added computer labs, computers, computers in the classrooms, and wireless connectivity on the Warner and Muskogee sites. Improvements to the advising and registration services are described in the following section. Connors continually strives to improve the quality of instruction and the learning environment, but this is an area that requires more focus.
### Figure 43: Faces of the Future Survey

**May 2010**

**Section IV – Current College Experience, Item B: Agreement with Statements About this College**

Agreement Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree  
Note: Items with fewer than 10 respondents were not included in the analyses

<table>
<thead>
<tr>
<th>Top 5 for Connors State College</th>
<th>CSC Avg.</th>
<th>National Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors/administrators treat students of my gender with respect</td>
<td>4.32</td>
<td>4.24</td>
</tr>
<tr>
<td>Instructors treat students in my racial/ethnic group with respect</td>
<td>4.31</td>
<td>4.24</td>
</tr>
<tr>
<td>I would recommend this college to friends and relatives</td>
<td>4.25</td>
<td>4.14</td>
</tr>
<tr>
<td>I feel that I fit in at this college</td>
<td>4.24</td>
<td>4.00</td>
</tr>
<tr>
<td>Administrators/non-teaching staff treat students in my racial/ethnic group with respect</td>
<td>4.22</td>
<td>4.17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bottom 5 for Connors State College</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I received all the help I needed from the Financial Aid Office to make my application(s) for financial aid</td>
<td>3.76</td>
<td>3.64</td>
</tr>
<tr>
<td>Academic advising is of high quality</td>
<td>3.76</td>
<td>3.55</td>
</tr>
<tr>
<td>Overall, my program of study at this college has been sufficiently challenging</td>
<td>3.81</td>
<td>3.74</td>
</tr>
<tr>
<td>I could not have attended this college without the financial aid I received</td>
<td>3.86</td>
<td>3.55</td>
</tr>
<tr>
<td>The registration process is student friendly</td>
<td>3.90</td>
<td>3.87</td>
</tr>
</tbody>
</table>

### Figure 44: Faces of the Future Survey

**Fall 2007**

**Section IV – Current College Experience, Item B: Agreement with Statements About this College**

Agreement Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree  
Note: Items with fewer than 10 respondents were not included in the analyses

<table>
<thead>
<tr>
<th>Top 5 for Connors State College</th>
<th>CSC Avg.</th>
<th>National Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors treat students in my racial/ethnic group with respect</td>
<td>4.26</td>
<td>4.24</td>
</tr>
<tr>
<td>Students in my racial/ethnic group are treated w/respect by students in other racial/ethnic groups</td>
<td>4.22</td>
<td>4.10</td>
</tr>
<tr>
<td>I would recommend this college to friends and relatives</td>
<td>4.19</td>
<td>4.14</td>
</tr>
<tr>
<td>Instructors/administrators treat students of my gender with respect</td>
<td>4.17</td>
<td>4.24</td>
</tr>
<tr>
<td>I feel a sense of general safety and security while on campus and attending classes</td>
<td>4.10</td>
<td>4.11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bottom 5 for Connors State College</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I received all the help I needed from the Financial Aid Office to make my application(s) for financial aid</td>
<td>3.53</td>
<td>3.64</td>
</tr>
<tr>
<td>Overall, my program of study at this college has been sufficiently challenging</td>
<td>3.61</td>
<td>3.74</td>
</tr>
<tr>
<td>I could not have attended this college without the financial aid I received</td>
<td>3.64</td>
<td>3.55</td>
</tr>
<tr>
<td>Academic advising is of high quality</td>
<td>3.68</td>
<td>3.55</td>
</tr>
<tr>
<td>Courses are available at the times I can take them</td>
<td>3.77</td>
<td>3.77</td>
</tr>
</tbody>
</table>
## Section IV – Current College Experience, Item B: Agreement with Statements About this College

Agreement Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree. Note: Items with fewer than 10 respondents were not included in the analyses.

### Top 5 for Connors State College

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors/administrators treat students of my gender with respect</td>
<td>4.10</td>
<td>4.20</td>
</tr>
<tr>
<td>Instructors treat students in my racial/ethnic group with respect</td>
<td>4.09</td>
<td>4.20</td>
</tr>
<tr>
<td>I feel a sense of general safety and security while on campus and attending classes</td>
<td>4.01</td>
<td>4.10</td>
</tr>
<tr>
<td>Students in my racial/ethnic group are treated w/respect by students in other racial/ethnic groups</td>
<td>3.97</td>
<td>4.06</td>
</tr>
<tr>
<td>I would recommend this college to friends and relatives</td>
<td>3.97</td>
<td>4.14</td>
</tr>
</tbody>
</table>

### Bottom 5 for Connors State College

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising is of high quality</td>
<td>3.38</td>
<td>3.52</td>
</tr>
<tr>
<td>I received all the help I needed from the Financial Aid Office to make my application(s) for financial aid</td>
<td>3.48</td>
<td>3.61</td>
</tr>
<tr>
<td>The registration process is student friendly</td>
<td>3.51</td>
<td>3.82</td>
</tr>
<tr>
<td>Computing services/facilities are available at the times I need them</td>
<td>3.64</td>
<td>3.93</td>
</tr>
<tr>
<td>Courses are available at the times I can take them</td>
<td>3.65</td>
<td>3.68</td>
</tr>
</tbody>
</table>
Figure 47: Faces of the Future Survey
April 2004

Section IV – Current College Experience, Item B: Agreement with Statements About this College

Agreement Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree

Note: Items with fewer than 10 respondents were not included in the analyses

<table>
<thead>
<tr>
<th>Top 5 for Connors State College</th>
<th>CSC Avg.</th>
<th>National Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors/administrators treat students of my gender with respect</td>
<td>4.06</td>
<td>4.16</td>
</tr>
<tr>
<td>I would recommend this college to friends and relatives</td>
<td>4.06</td>
<td>4.11</td>
</tr>
<tr>
<td>Administrators/non-teaching staff treat students in my racial/ethnic group with respect</td>
<td>4.05</td>
<td>4.10</td>
</tr>
<tr>
<td>Instructors/administrators treat students of my gender with respect</td>
<td>4.04</td>
<td>4.16</td>
</tr>
<tr>
<td>I feel a sense of general safety and security while on campus and attending classes</td>
<td>4.00</td>
<td>4.05</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bottom 5 for Connors State College</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising is of high quality</td>
<td>3.62</td>
<td>3.48</td>
</tr>
<tr>
<td>Overall, my program of study at this college has been sufficiently challenging</td>
<td>3.70</td>
<td>3.75</td>
</tr>
<tr>
<td>The registration process is student friendly</td>
<td>3.71</td>
<td>3.79</td>
</tr>
<tr>
<td>Courses are available at the times I can take them</td>
<td>3.78</td>
<td>3.64</td>
</tr>
<tr>
<td>Most instructors are available outside of class time</td>
<td>3.82</td>
<td>3.75</td>
</tr>
</tbody>
</table>

Correctional Sites

The two correctional program sites, Dr. Eddie Warrior Correctional Center (women) and Jess Dunn Correctional Center (men), are evidence that CSC provides and environment that supports all learners and respects the diversity they bring.

The two minimum security sites were approved by HLC (then the North Central Association) in 2000 as program sites. The number of students enrolled has grown since then, especially at the women’s facility. According to the Director of Institutional Research/SCT Operations, the Fall 2010 headcount at Dr. Eddie Warrior was 128 and at Jess Dunn, 57, for a total of 185 students. In 200, the total headcount enrollment was 139. Graduates have also increased since 2000-01 and are listed in the following table:
CSC offers classes on-site at both center locations with both adjunct and full-time faculty members. Services provided are advising, admissions testing, outcomes testing, and scholarships for GED valedictorians. In addition, the College has provided computers, multimedia instructional equipment, and textbooks for faculty and students. The programs assist the students in not only gaining higher education, but also in providing “merit points” toward earlier releases and typically lower recidivism.

Cultural Awareness Activities
One method of increasing global awareness in our students, staff, and faculty is achieved by participation in the Oklahoma Global Education Consortium (OGEC). The OGEC was founded approximately fifteen years ago by Oklahoma’s colleges and universities to introduce a global component into the curriculum. Connors strives to offer one guest lecturer per semester. Several staff and faculty members also participate in the annual Global Education conferences.

3) Advising systems focus on student learning, including the mastery of skills required for academic success.

Patterns of Evidence
- One Stop Enrollment Center
- Academic Advisement
- Advisement Procedures to Assist Students

To facilitate the enrollment process, Gatlin Hall on the Warner campus was remodeled to become a “One-Stop Enrollment Center” to streamline the enrollment process for students. At the Muskogee Branch Campus, the enrollment services were already located in a single building.

Connors assists individuals at various stages in their education lives: concurrent high school students, traditional students, non-traditional students, correctional students (at two sites), community members who are in search of career changes or who are suddenly unemployed, and those who simply want to expand their knowledge.

Advisement is conducted by advisors, faculty, department chairs, and Student Support Services personnel. All advisors have access, via SCT, to ACT and COMPASS scores and transcripts to assist with appropriate placement of students in English, reading, science, and mathematic classes.

There are two full-time advisors and one part-time advisor. One of the full-time advisors is also responsible for the ACT testing, and another works with advising at our two correctional sites. With their advising duties it is difficult for them to provide more than general enrollment advisement. One of the advisors has offered weekend credit workshops on learning skills and testing, but total offerings have been limited.

As seen in the ACT Faces of the Future survey results, advisement is one of the lower-rated areas by students (even though our ranking did exceed the national ranking) and has been in
the bottom five each year that the survey has been administered. Although a part-time advisor was added in Muskogee, and the advising personnel have been diligent in enhancing procedures for student services, this is an area that could be improved and expanded to further benefit students.

Connors identifies and evaluates at-risk students pre-midterm and no-shows during the first two weeks of classes. Personal contact and attention is provided to each student identified as at-risk by faculty members. The following is a summary of Connors’ at-risk procedures.

**No-Show Survey**
This survey began in the Fall 2008 semester as a retention tool and as a way to identify students that had not been attending class during the first two weeks of school. The survey was created on SurveyMonkey, an online survey tool.

During the first week of classes, emails are sent with links to the survey to faculty explaining the purpose and asking everyone to participate. As the surveys are submitted, an Excel sheet is created containing the students’ names, ID numbers, class names and sections, absences, and instructors’ comments. Enrollment dates are checked to insure that the student has not dropped the class or changed sections. For those who are still enrolled in the reported class and section, the student is then called using the phone number listed in SCT. The student is told the purpose of the call and asked if everything is okay and if he or she is planning to start classes. The students are also reminded of the Add/Drop date and that if they drop a class after that date it is considered a withdrawal, which will require them to still pay for the class and receive a “W” on their transcript. The conversation is also noted on the Excel spreadsheet.

This process was once again followed for the Spring 2009 and Fall 2009 semesters. For the Spring 2010 semester the use of SurveyMonkey was dropped. Instead, a blank Excel spreadsheet was created with each column designated for the needed information. This spreadsheet was emailed to faculty.

Because the Excel spreadsheet contained all the necessary information, this method proved beneficial by allowing advisors to contact students faster. Also, by saving time another step was added to the process. The new step involved feedback for the instructors on the information received in the phone call to the student. Instructors were updated on the students’ status after the initial phone conversation.

The No-Show report has proved beneficial. The students generally seem appreciative of the call and the acknowledgement that someone is watching out for them.

**At-Risk Survey**
The At-Risk survey began in the Fall 2008 semester and followed the same procedure as the No-Show survey. The purpose is to identify the students that are at risk of failing at mid-term. This survey, also in Excel format, is sent out around the fourth week of school. The students are contacted prior to mid-term to inform them of their current status and to make
them aware of the final withdrawal date. At this point students are strongly encouraged to contact their instructor and determine whether or not they might still be successful in class if they apply themselves.

**D, U, and F Letters**
At mid-term, instructors submit their grades to the Admissions office. Within the next few days, a report is generated with the names of all the students who have made a D, U, or F in one or more of their classes. Each student is mailed a letter explaining his or her grade and listing the withdraw date.

4) **Student development programs support learning throughout the student’s experience regardless of the location of the student.**

**Patterns of Evidence**
- **Flexibility of Schedule and Delivery Systems**
- **Veterans Upward Bound**
- **Student Support Services**

Connors provides tutoring, financial aid guidance, study skills development, academic guidance, college prep instruction, career guidance, and other student support services via Upward Bound, Student Support Services and academic advisement.

Connors works hard to ensure a variety of course offerings to students. These include daytime classes, night classes, on-line classes, weekend seminars, blended classes, ITV classes, and off-campus classes. The off-campus classes include those offered at two different correctional sites. The ITV classes include area high schools within Connors’ service area.

5) **The organization employs, when appropriate, new technologies that enhance effective learning environments for students.**

**Patterns of Evidence**
- **Developmental Mathematics Redesign**
- **Brain Gain Grant Report, 2005**
- **Capital Bond Expenditures**

**Developmental Mathematics Redesign**
New technologies are added when requested by faculty members and with support from research on learning. An example is the software/math labs added for developmental mathematics. A consultant from the Center of Academic Transformation (directed by Dr. Carol Twigg) assisted with implementation of the course redesign funded through a Brain Gain Grant from the Oklahoma State Regents for Higher Education.

Connors developed a project that was designed to increase retention and success in developmental mathematics classes through course redesign for the three classes offered for students requiring remediation in mathematics. The redesign process was based on the model
from the Center for Academic Transformation. The entire developmental math sequence utilized a single text which allowed the students to move seamlessly through the courses.

The mastery-based sequence was chosen to ensure students are adequately prepared for the subsequent course and to reduce the need for extensive review and curricular overlap that currently exists in the algebra courses. An additional benefit is the assurance that all students will be responsible for the same content. MyMathLab was the software tool chosen for this redesign project because the software is easy to use and administer. It was also cost-effective. There was no cost to the College since the software accompanies the textbook.

The project has been reviewed annually, with focus upon success rates in developmental mathematics classes and success rate at the next level of mathematics. Modifications have included:

- Changing from a one-hour lecture, two-hour laboratory model to a three-hour laboratory model.
- Modifying the curriculum covered for the classes.
- Incorporating an “Incomplete” grade for students who lack just one module to complete the respective class at the end of the semester.
- Allowing students to complete two classes per semester with no additional cost. Since 2006 there have been 32 students who completed both Basic Math and Elementary Algebra in one semester, 37 students completed Elementary and Intermediate Algebra in one semester, and two students completed Basic Math, Elementary Algebra, and Intermediate Algebra in one semester. In 2009-10 there were 26 students of the 69 students who completed two courses in one semester, so there has been growth recently in completions.
- Adding a mathematics faculty member through annual Brain Gain funds received from the Oklahoma State Regents for Higher Education.

Connors has yet to reach the target - national success rates - success rates so instructors continue to work on this project as an institutional project and as one of our projects for the HLC Academy for the Assessment of Student Learning.

Capital Bond Expenditures
The campus has added wireless connectivity for students, as well as expanded the number of computers on the campuses and in the libraries. Computers were added to the computer lab in campus housing, and Internet connections were established for student housing.

Through capital bond funding, multimedia equipment has been added on the campuses and at the correctional sites. Digital instrumentation equipment was purchased for science labs, as well as dedicated computers for labs. Purchases and renovations were described earlier in this Criterion.

6) The organization’s systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.
Patterns of Evidence
- Reports and Reviews Submitted to the Oklahoma State Regents for Higher Education
- Reports and reviews submitted to other external agencies
- Student Evaluations
- Faculty/Division Chair Evaluations
- National and Campus Developed Surveys

As previously stated there are numerous scheduled methods of review that Connors is either required to submit to the Oklahoma State Regents for Higher Education, IPEDS, and other external entities. In addition, Connors conducts annual/bi-annual reviews and reviews as needed. These include:
- An annual assessment report to the Oklahoma State Regents for Higher Education (OSRHE).
- An annual Academic Plan to the OSRHE.
- An annual retention report to the OSRHE.
- Academic program reviews to the OSRHE.
- Program self-studies for Nursing and Child Development accreditation.
- Selection of Brain Gain funding criterion to the OSRHE.
- An annual IPEDS report.
- Student evaluations of faculty.
- Division chair evaluations of faculty.
- Executive Vice President’s evaluations of Division Chairs.
- ACT Compass
- ACT CAAP
- Faculty-developed measures of assessment.
- ACT Faces of the Future Survey.
- Campus developed surveys, such as an enrollment survey.
- Exit surveys
- Alumni surveys

Core Component - 3D

The organization’s learning resources support student learning and effective teaching.

Connors is committed to providing excellent academic opportunities to students and the community. According to our mission, Connors utilizes the highest standards in its commitment to provide affordable, innovative, life-long learning opportunities that enable students to succeed in a global society.

1) The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.
Patterns of Evidence:
- Library
- Computer Access
- Student Bookstores
- Melvin Self Field House
- Nursing labs and Clinical Sites
- Horticulture Complex
- Science Labs
- Fine Arts Studio

Connors has emphasized responding to the needs of faculty and students regarding use of our resources. Multiple areas are explored to ensure that all available resources are obtained, for example business and industry, grant funding, and community and faculty support.

**Library**

LLC staffing includes a Director, one professional Librarian, four full-time technicians, and 60 hours per week of student employee assistance.

There are full-service libraries at both the Warner and Downtown Muskogee locations. Both provide reserve and reference materials, interlibrary loan, subscription databases, computer application programs, and Internet access. Over the past 10 years, Section 13 Offset funds and other special outside funding sources have supplemented the purchase of computers, network equipment, print and non-print resources for the libraries.

The Library uses ExLibris’ Voyager for its circulation and online public access catalogs. The OSU/A&M System acquired Voyager in the Fall 1999 and it is used in all nine OSU libraries plus several other non-OSU affiliated institutions. All participating institutions pay portions of the Voyager maintenance agreement and portions of the salaries of the OSU library staff who maintain its functionality. Costs are based on each institution’s FTE with the bulk of the costs absorbed by OSU. The main servers are in Stillwater, and each of the libraries are clients of the system. Installation and implementation for all the libraries began in spring 2000 and was completed in 2001.

Cataloging and Interlibrary Loan are done through OCLC. The acquisitions and collection development are done mainly through the vendors Baker and Taylor, EBSCO, ProQuest, Gale, and Brodart-McNaughton, with other items ordered directly from sole source vendors when needed or requested.

There is a need for increased staff training and qualifications to provide service for the patrons at the two campus locations. Ten years ago the majority of library use was at the main Warner Campus Library. Over the past few years enrollment has grown significantly at the Downtown Muskogee Campus. Muskogee Campus enrollment is now doubled that of the Warner Campus. This has put a strain on the Muskogee Campus Library which initially served only as a library service center. The Muskogee Library has seating for 52 within 2,760 square feet of usable space. At the Warner Campus there is currently 16,000 square feet available for library usage with a seating capacity for 116 people.
The funding for the libraries has been decreasing during much of this decade. With databases being the top-used service at the libraries (see Student Surveys) and with prices increasing an average of 3-5 percent every year on each database, it is increasingly difficult to buy new materials.

The library’s collection includes 42,231 volumes of books, periodicals, and audiovisuals. This figure does not include software and microformat materials which add another 38,334 items to the total holdings. There are 43 subscription databases and open Internet access. Currently the library is undergoing an extensive clean up of incorrect or incomplete catalog records so that it can take increased advantage of Voyager’s advanced online catalog options. These options require complete and updated catalog records.

During the last five years, the attendance and circulation have reflected enrollment patterns at Connors. The Library collects user statistics on a daily basis that cumulates into a monthly and then yearly reports. These reports are available in the Director’s office. The information provided in these reports is used to establish staffing, hours of operation, and resources needed by the library.

Regardless of the level of usage, there is a consistent pattern of when and how the library is used. As the library assignments are made in class students will begin to come to the library to do the necessary research. As the assignment becomes due, the attendance and usage increases dramatically and then drops after the assignments are due.

Computer Access
Connors has a variety of computer labs for student use at all three campuses. Some computer labs have classes held in them, but are open for student use when the college is open and classes are not being taught. Connors has the following computer labs at the Warner Campus:

- LLC Room 117 has 18 computers. This lab is used for developmental mathematics classes. (Until Fall 2010, LLC 117 also housed the developmental reading classes.
- Classroom Building Room 201 has 30 computers. This lab is used for computer classes and developmental mathematics classes.
- Classroom Building Room 203 has 30 computers. This lab is used for computer classes and agriculture classes.
- Classroom Building Room 210 has 35 computers. This lab is used as the English Department’s Writing Lab.
- Education Building Room 103 Math Lab has 30 computers. This lab is used primarily for developmental mathematics classes.
- Millers Crossing lab has 11 computers. This lab is located inside the Clubhouse of the residential area and is for resident student use. Wireless access and hookups in the rooms are also included in Millers Crossing.
- The Warner campus library has 18 computers for students’ use. There are 174 computers on the Warner campus, primarily for student use.
Connors has the following computer labs for computer, business and developmental math classes at the Downtown Muskogee Campus:

- Room 403A has 25 computers.
- Room 405 has 30 computers.
- The Muskogee Campus library also has 18 computers for student use. There are 73 computers for student use at the Downtown Campus.

Connors has the following computer labs at the Muskogee Three Rivers Campus:

- The Developmental Mathematics lab has 30 computers. This lab is open to student use when math classes are not being held.
- The FOCUS lab has 30 computers. This lab is for students in the FOCUS program only.

Connors also has one computer lab containing 50 computers at the Muskogee NSU campus for the nursing students.

Student demand and technology upgrades are responsible for increased student access to computers and Internet resources. The College has developed a computer replacement policy to insure that access to technology keeps pace with demand. A state bond issue for capital projects upgraded all computer labs, as well as adding separate computer labs for mathematics and other subject areas. In addition, Internet access for student housing was added.

**Fine Arts Auditorium**

The Fine Arts Auditorium is the site of two productions each year and for the annual Interscholastic Competition Award Ceremony. The Auditorium has undergone renovations in the past two years to update the sound system and comply with ADA regulations. In addition, it is currently undergoing extensive remodeling to bring the facilities up to current building codes. When the repairs are completed, the Auditorium will once again be available for student, cultural, and community activities. The following repairs have been made to the Fine Arts Auditorium in the past two years:

- A new roof.
- A new heat/air system.
- New stage lighting.
- New sound system.
- Addition of wireless microphones for productions.
- New multimedia projection equipment and screen.
- Renovation of the sound booth.
- Renovation and expansion of foyer.
- Renovation of foyer and entrance for ADA requirements.
- Addition of men’s and women’s ADA compliant bathrooms on each side of the foyer (existing bathrooms by stage will be utilized for dressing rooms).
- New entry doors.
- Addition of platform lift to stage area.
- Addition of wheelchair spaces in the seating.
• Addition of handrails on steps to stage.
• Exterior structural repair, such as tuck pointing and re-pointing of masonry walls.
• Upgrading of electrical system.

Student Bookstore
Connors has bookstores at both the Warner and Downtown Muskogee Campuses. The hours for the Warner bookstore are 8:00 am–4:30 pm Monday through Friday, and the Downtown Campus bookstore hours are 8:00 am–4:30 pm Monday, Wednesday, Thursday, and Friday with extended hours, 8:00 am–7:00 pm on Tuesday. The Warner Campus bookstore is also open on the Saturday before the start of the Fall semester.

In Muskogee, the Bookstore has extended hours during the week and Saturday before the start of each semester. In addition to textbooks and other class supplies, the stores carry reference manuals, office and testing supplies, CSC clothing, book bags, sundries, and snack items.

Nursing Labs and Clinical Sites
The nursing department has three skills laboratories. One lab has two beds and the other two labs have three beds. Each bed has a mannequin. The labs have supply carts with the equipment and supplies needed. Each lab has seating for ten students as well as a teaching station. The nursing department recently moved from the Downtown Muskogee Campus to the Synar Building on the campus of Northeastern State University - Muskogee.

Science Labs:
The following science labs are at the Warner Campus:
• The physics lab has been remodeled to accommodate 20 students and a teaching station consisting of a multimedia cart with PC, document camera, and a ceiling projector with wall screen. The lab contains the instructional materials for General Physics I, General Physics II, and General Physical Science classes.
• The chemistry lab also has been remodeled to accommodate 24 students and a teaching station consisting of a multimedia cart with PC, document camera, and a ceiling projector with wall screen. It is used for General Chemistry I and II as well as for Microbiology classes. This lab also contains four student PCs as a small lab setup.
• The biology lab has accommodations for 28 students. It includes microscope stations, and a teaching station consisting of a multimedia cart with PC, document camera, and a ceiling projector with wall screen. This lab is used for both biology and horticulture classes. This lab was also recently updated with new tables to improve the teaching environment.
• The anatomy and physiology lab has accommodations for 24 students, four exam tables, and a teaching station consisting of a multimedia cart with PC, document camera, and ceiling projector with wall screen. This lab was updated during the last year. New tables and equipment were ordered to increase the types of activities the students can perform. This lab is used for physiology, anatomy, botany, entomology,
and zoology courses. This lab also contains four student PCs as a small lab set up to run new biopacs.

Connors has the following science labs at the Three Rivers Muskogee Campus:
- Two biology labs for 60 students. These two labs are used for anatomy and physiology combo courses, biology, and microbiology courses. Each lab has been fitted with a flat-screen HDTV for use with digital microscopes.

**Melvin Self Field House**
Connors has a newly-remodeled Fitness Center inside the Field House. The Fitness Center is open 8:00 am–3:00 pm Monday–Friday and 5:00 pm–9:00 pm Monday through Thursday for student, staff, and faculty use for a small fee per semester. It includes a wide range of aerobic and weight training equipment. Recent renovations have added ten new Nautilus machines to the Center. Physical education and health classes are also taught in this facility. The collegiate-sized swimming pool, located inside Melvin Self field house, is open from 5:00 pm–9:00 pm Monday through Thursday for student, staff, and faculty use. It is also the site of water aerobic classes taught mainly to community members.

**Fine Arts Studio**
Connors has a Fine Arts Studio at the Three Rivers Muskogee Campus. The Studio is open to students whenever classes are not meeting in the area. Student exhibition and sale space are included in the Studio area. The Three Rivers Muskogee Campus is also the site of a permanent exhibit of student art.

**Agriculture Division**
The agriculture division consists of General Agriculture, Agricultural Equine Science and Horticulture facilities.

The Horticulture facilities were installed and/or renovated beginning in 2002. Currently, the Horticulture complex consists of two teaching greenhouses and a main building for potting, storage, and classroom activities. There are four large cold frames and a shade plant growing area outside the greenhouses.

The main building contains a classroom, lab facilities, walk-in cooler (for bulbs, cut flowers and cooled crops), office and storage space. Multimedia and Internet access are available in the lab classroom. A handicapped-accessible restroom is also in the main building.

Greenhouse #1 is an even-span house and was retrofitted with polycarbonate panels, automated shade cloth, mist bench, Kool Cel, ventilation and heat. Galvanized, expanded metal benches are available for growing student crops and seasonal plants. Greenhouse #2 is a raised sidewall greenhouse. It is used for tropical plant production, plant identification and propagation as well as student projects.
The equine complex consists of two arenas, five barns with stalls and/or runs, and a teaching facility. The outdoor arena consists of two boxes, roping chute, four holding pens, bucking chutes, and bleachers.

The indoor arena has two boxes, roping chute, four holding pens and return alley, bucking chutes, concession, announcers’ stand, bleachers and restrooms. Two new barns have been constructed for horse runs. The three-run barns are equipped with 24 total runs.

The original horse barn has classroom and office space, tack and feed rooms, horse stalls, and wash rack. In 2008 twenty-two new Priefert stalls were installed with mangers and sliding doors. Rodeo barn #1 has eighteen stalls. Rodeo barn #2 has ten stalls. There are two 40 foot round pens, two 60 foot round pens and one 100 foot round pen.

The equine classroom building is equipped with a conference room, restrooms, offices, storage with overhead door, multimedia and Internet access, and a classroom with space for 30 students. Both programs offer courses and special interest classes for the community.

The Bull Test facility has ten feed pens, a sale facility with bleachers and pen, alleys, holding pens, loading facilities, covered area with working chutes, feed bunks and automatic watering system. The facility can accommodate up to 80 bulls on test each semester.

2) The organization evaluates the use of its learning resources to enhance student learning and effective teaching.

Patterns of Evidence
- Yearly Assessment Reports
- CSC Strategic Plan
- UGL Unicco Contract

Connors uses a variety of methods to evaluate student learning and effective teaching. Connors submits a yearly assessment report to the OSRHE. Also, the strategic planning document gives evidence of Connors’ commitment to evaluate and assess learning resources. Faculty members are actively involved in Connors’ ability to meet this mission by assisting students both in the classroom and during office hours.

CSC has a strong commitment to maintaining building and instructional equipment to provide an effective learning environment. Connors has recently contracted with UGL-Unicco to maintain the Warner Campus and to help facilitate that process.

The need for constant and continuous repairs on the historic C.N. Haskell Building, built in the late 1890’s, served as major part of the impetus behind the alliance with Northeastern State University to build a new building at the NSU campus in Muskogee to house Connors’ Muskogee operation. The new building will greatly improve the learning environment.

Ancillary services (bookstore, library, student services) are all geared towards student access and success. Connors made a significant commitment toward student access when it moved
all enrollment facilities to a single site, Gatlin Hall, on the Warner Campus. Financial aid, advisement, business office, registrar, and Student Support Services are all centrally located in this building.

3) **The organization regularly assesses the effectiveness of its learning resources to support learning and teaching.**

**Patterns of Evidence**
- **Student and Faculty Surveys**

Connors is governed by the OSU/A&M Board of Regents. The Oklahoma State Regents for Higher Education (OSRHE) is the coordinating Board for all public higher education in the State. Connors is required to submit annual assessment reports to both entities. This is an ongoing report that evaluates the effectiveness of student learning and teaching.

Evaluating learning resources for student and faculty is done on a scheduled basis with such surveys as “ACT Faces of the Future Survey” and internally-developed surveys as the Library’s “Student User Surveys,” the Library’s “Staff/Faculty User Survey”, “Nursing Students Evaluation,” “Student Activities Survey,” and an annual “Student Housing Survey.” The campus food vendor, Sodexo, also surveys students and employees on an annual basis, reporting their findings to the administration.

4) **The organization supports students, staff, and faculty in using technology effectively.**

**Patterns of Evidence**
- **Academic Plan**

Connors provides excellent support to students, staff and faculty in regards to technology. A Distance Education Specialist is available to help faculty, staff, and students with many needs.

Connors provides both blended (in-class and online coursework) and online courses to assist students in completing courses from a distant site. During the Spring 2010 semester Connors offered 32 online classes. Most online and blended classes utilize WebCT for course content delivery; math classes use the Course Compass platform for access. Over 35 percent of our instructors use WebCT to post assignments, communicate through email, and provide assessments to enhance the curriculum.

Connors provides Interactive Television (ITV) for Connors’ Campuses as well as several off-campus sites. The instructor is located at either the Muskogee or Warner site and is available to the distant site(s) via ITV. The students are able to communicate with the instructor no matter where the instructor is located. Instructors are encouraged to visit the distant campus site on a regular basis. The Resource Room contains ITV statistics for years 2001-08.
The Director of IT Systems has worked on modifying Connors' technology policies and procedures and is in the process created an Information Technology Systems mission statement. This document illustrates Connors’ commitment in the area of information technology. It may be viewed at http://www.connorsstate.edu/it.

5) The organization provides effective staffing and support for its learning resources.

Patterns of Evidence
- Library
- Student Support Services
- Information Technology
- Distance Education

Library
The library staff perform a wide variety of services, including but not limited to the following: overseeing the distribution and usage of instructional equipment and materials, assisting faculty and students in locating information for assignments and classes, assisting students with copying needs, helping students troubleshoot problems with e-mail and other computer applications, proctoring tests for online and distance education classes, and providing a supply of testing forms (OpScan) after Bookstore hours. Library staff members at both campus locations are vital components of the student learning support network.

Having two campus libraries with only one professional librarian, it is difficult to leverage all of the benefits that the campus with adequate professional staffing would have. The two libraries located twenty miles apart should require the addition of another professional librarian and possibly more technicians. Student workers comprise much of the staffing at both libraries in the public service area. The libraries are each open 63 hours per week. The planned move to the Northeastern State University Muskogee Campus location may assist the library with additional staffing as Connors will share library space and resources with NSU.

Student Support Services (SSS)
Student Support Services facilitates learning through its offices, personnel and services. There are four full time staff members who perform, but are not limited to, the following services: academic advisement, career and transfer advisement, tutorial services, a mentoring program, assistance in securing admission and financial aid to four-year institutions, workshops (academic, career/transfer, money management), and educational and cultural trips. Student Support Services currently serves 175 students and is funded through The Department of Education’s TRIO program.

Information Technology
IT staffing includes three full-time and one part-time worker, including the Director. They are responsible for all academic and administrative technology at CSC. IT technical support to faculty, staff, and students is also provided. Help tickets for IT support can be created online.
Distance Education
There is one staff person in Distance Education. She coordinates scheduling of ITV classes, manages WebCT and provides access for faculty and students, and assists with technology issues in distance education. When available, she also assists faculty with design of their online and blended classes.

In both Information Technology and Distance Education, additional staff would enhance operations and service to faculty and students.

6) The organization’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

Connors places value on partnering with other entities in ways that enhance programs and services to students, as reflected in the following:

- Career Ladders from LPN to RN to BSN in Nursing.
- Cooperative Alliance with Indian Capital Technology Center.
- Muskogee Education Consortium.
- Articulation Agreements in Child Development with Northeastern State University, East Central University, and University of Central Oklahoma.

7) Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.

Patterns of Evidence:
- Yearly Budget Reports
- Project Management Reports

Connors shows strong commitment to teaching and learning throughout its entire budgeting process. Faculty requests, through Project Management, formed the basis for the allocation of resources for capital improvements in a statewide capital bond project that was implemented in 2005. Examples of improvement requested and placed in the bond budget were a new chemistry lab, renovation of an entire building for Nursing Program, renovations of all biological science labs, renovation of the physics lab, and renovations of agriculture classrooms and laboratories.

These documents reflect the budgeting priority of providing high quality, student-centered education for students and supporting that education with quality services, facilities, equipment, and instructional technology. Examples included the following:

- Technology -
  - Smart boards in some classrooms.
  - Wireless Internet access.
  - Training during in-service and at other times.
  - ITV classrooms
  - Online classes
• Facilities -
  o Remodeled labs for sciences at both campus.
  o Math labs
  o Gatlin Hall as a One Stop Enrollment Center.
  o New paint and carpet for the Library Auditorium.
  o New air conditioning unit for the Education Building.
• Additional Personnel -
  o Mathematics instructor
  o Biology instructor
  o Part-time advisor at the Muskogee Campus.
• Teaching and Learning -
  o Redesign of developmental math classes.
  o Developmental reading classes.
  o Analysis and use of assessment.
  o Professional Development
• Assessment
  o In-service workshops
  o Conferences

Strengths
• The low student-faculty ratio allows students to have more individualized attention and instruction.
• Faculty and administration continue to review and revise the assessment plan to make student learning and student success a priority.
• Technology enhancements have enriched instruction and improved student learning. Training for this technology is readily available in a group setting or individually as needed.
• Variety of course delivery methods provided options to the students.

Opportunities for Improvement
• Increase advising services.
• Increase tutorial services.
• Add a department specifically for developmental classes to provide more direction and support.
• Ensure that on-line ITV and hybrid courses are as effective as traditional courses.
• Improve and expand professional development opportunities for all faculty that support effective teaching and learning.
• Increase on-line offerings to include more students.
Core Component – 4A

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The organization’s planning and pattern of financial allocation demonstrates that it values and promotes a life of learning for its student’s faculty, and staff.

1) The board has approved and disseminated statements supporting freedom of inquiry for the organization’s students, faculty and staff, and honors those statements in its practices.

Patterns of Evidence:
- Mission and Functions
- Core Values
- Policy Statements in the Employee Handbook
- Policy Statements in the Adjunct Faculty Handbook
- Policy Statements in the Student Handbook
- Kaleidoscope and Art Displays
- Policy Statement in Board of Regents for Oklahoma Agricultural & Mechanical Colleges Policy Manual Regarding Extracurricular Use of College Facilities, Areas or Media for the Purpose of Expression

Mission and Functions
Connors’ Mission was revised and established by a committee of faculty and staff members in the summer of 2007. The Mission states, “Connors State College utilizes the highest standards in its commitment to provide affordable, innovative, life-long learning opportunities that enable students to succeed in a global society”.

Connors accomplishes its mission by exemplifying the functions of a two-year or community college in Oklahoma as defined by the Oklahoma State Regents for Higher Education (OSRHE Policy and Procedures Manual). The seven functions as defined by the OSRHE are listed in Criterion 1. Three of the seven functions that address Criterion 4 are listed below:

1. Provide general education for all students.
2. 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.
3. Carry out programs of institutional research designed to improve the institution’s efficiency and effectiveness of operation.

**Core Values**

Connors serves its employees, students, communities and stakeholders by operating within the following core values:

- **Adaptability** - Connors has the flexibility to adapt to changing environmental needs.
- **Community** - Connors values its varied constituencies and their talents, dedication, and support. Connors values the educational goals of the students served. Connors collaboratively partners with key constituencies to achieve mutual goals.
- **Communication** - Connors provides multiple channels of communication and takes appropriate actions to those communications when needed.
- **Integrity** - Connors practices ethical, progressive leadership in partnerships with communities, other educational institutions, agencies, and organizations for the betterment of the region and state.
- **Service** - Connors places worth on the importance of providing programs and services that effectively accomplish our mission.
- **Student Success** - Connors is open and fair in interactions with diverse student populations in admissions, programs, processes, activities, and services. Connors strives to continuously provide educational excellence for increasing students’ capacities to succeed. Connors maintains a reputation for excellence in all extracurricular activities.

Connors encourages learning by its faculty, staff, and students. Connors is interested in the growth of each person as a member not only of the college but as an individual. Connors’ policies on freedom of inquiry can be found on the College’s website.

**Policy Statements in the Employee Handbook**

Equal Opportunity/Affirmative Action is listed on page 6 of the Employee Handbook. The Information Technology and Computer/Network Use Policy is listed on pages 45-53. The statement on academic freedom is also included in the Handbook and has also been disseminated to division chairs and faculty members.

**Policy Statements in the Adjunct Faculty Handbook**

The statement on academic freedom is also included in the CSC Adjunct Handbook on pages 38-39.

**Policy Statements in the Student Handbook**

The student policy is included in the CSC Student Handbook (pp. 46-47). Policies directly related to technology are also in the Handbook (pp. 9-20). The CSC Student Handbook can be accessed on the CSC website at [http://www.connorsstate.edu/PDFs/CSC%20Handbook%2009-10_090809.pdf](http://www.connorsstate.edu/PDFs/CSC%20Handbook%2009-10_090809.pdf).
Kaleidoscope and Art Displays
An example of honoring the policies is the *Kaleidoscope*. Connors’ creative writing class has been publishing the *Kaleidoscope* for the past four years. It was published ten years prior as the *Gamut*. The *Kaleidoscope* provides the opportunity for students to have their original poetry, short stories, and art published in an anthology available to the public. Most of the submissions come from the creative writing class; however, works are submitted from a variety of other sources such as faculty members, students in humanities classes, or literature classes. Copies of the *Kaleidoscope* are located in the Resource Room.

Student art displays at the Muskogee Campus are other examples. Typically the students do an individual piece in the fall semester for the exhibit and a group piece in the spring. Student art is also placed around the Muskogee Three Rivers Port Campus for permanent display.

Policy Statement in Board of Regents for Oklahoma Agricultural & Mechanical Colleges Policy Manual

**Policy Manual Regarding Extracurricular Use of College Facilities, Areas or Media for the Purpose of Expression**
Connors has a policy on extracurricular use of college facilities, areas or media for the purpose of expression included in the OSU/A&M Policy Manual (accessible at [http://regents.okstate.edu/policy_manual.html](http://regents.okstate.edu/policy_manual.html)). In regard to Connors’ academic community, the following statement is made in Subchapter 11:

> The freedoms of expression and assembly as guaranteed by the first and fourteenth amendments of the United States Constitution shall be enjoyed by all members of the academic community. Free discussion of subjects of either controversial or noncontroversial nature, even when they are considered to be offensive or in poor taste, shall not be curtailed ([http://regents.okstate.edu/10_11_1.html](http://regents.okstate.edu/10_11_1.html)).

For external requests, the policy includes request procedures and details on the approval of requests.

2) The organization’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

Patterns of Evidence:
- Key Scorecard Strategic Plan
- Capital Budget Priorities
- Library Budget
- Technology
- Employee Handbook and Faculty Evaluation Form
- Salary Schedule Guidelines
- Faculty Evaluation Form
- Connors Development Foundation, Inc.
- Student Organizations
• Scholarships, Tuition Waivers, Federal Funding, and Other Sources
• Continuing Education

Key Scorecard Strategic Plan
Connors’ planning and pattern of financial allocation demonstrates that it values a life of learning for its students, faculty and staff by providing and encouraging activities for student development and learning. Examples of this focus come from the CSC Strategic Plan:
  • Increase funding for scholarships.
  • Identify sources of scholarships within community/region and increase by 1.5 to 2% (depending upon earned interest of endowments) annually, beginning in 2009-10.
  • Complete renovation of Fine Arts Building.
  • Install sound insulation walls in Auditorium.
  • Replace window coverings.
  • Install new exterior signage.
  • Complete other renovations as funding allows.
  • Design training and professional development needs assessment.
  • Create training plan by employee group or supervisors based on assessments.
  • Identify personal development opportunities.
  • Implement a development plan.
  • Facilitate development plan implementation.
  • Help supervisors establish development plans.
  • Evaluate employee performance improvements on a 1 to 5 scale, 4.5 being the desired outcome.
  • Provide professional development on assessment of student learning for faculty through HLC and in-service workshops
    □ At least three faculty/staff will attend the HLC Assessment Workshop in 2008 and other workshops
    □ At least two workshops on Assessment of Student Learning will be conducted in 2008-09 and in 2009-10
    □ Initiated Academic Lecture Series in January 2010 with author Art Burton who wrote about area lawman, Bass Reeves

Capital Budget Priorities
The table below shows projected allocations for Connors’ future development to enhance the growth of the college in the next five years. These projects demonstrate that Connors, its governing board, administrators, faculty, and staff value a life of learning.
Capital Bond projects also focus on instructional support. Projects included the repair and renovation of buildings, computer laboratories, science laboratories, nursing laboratories, instructional television laboratories, classrooms, greenhouses, and the agricultural equine facilities. Instructional equipment, including Smart Boards and multimedia projection units, were also purchased. More detail is provided in Criterion Two.

**Library Budget**

As shown in the following table, the Library budget reflects the downward financial trend of state-funded higher education during the past five years. The Library spent an average of over half of its allotted budget, sans salary and fringe benefits, for the purchase of library materials for use by students and faculty and to support the curriculum.

Over the last five years the library has spent less on hardcopy books and periodicals reflecting national library expenditure trends. The main area of expenditures for hardcopy materials is currently in the areas of recreational reading materials and DVDs for the campus community.

The Library has dropped many of its hardcopy periodical subscriptions in lieu of online subscription databases. While the Library continues to subscribe to several periodical hardcopy titles that support aspects of the college curriculum, many other titles have been

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<table>
<thead>
<tr>
<th>Project by Priority #</th>
<th>PROJECT NUMBER</th>
<th>FY 2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY 2013 - FY 2015</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC Muskogee @ NSU</td>
<td>1 165-0014</td>
<td>2,530,000</td>
<td>1,735,000</td>
<td>1,735,000</td>
<td>-</td>
<td>6,000,000</td>
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<tr>
<td>Building Renovation</td>
<td>2 165-0007</td>
<td>1,305,000</td>
<td>165,000</td>
<td>167,500</td>
<td>1,780,000</td>
<td>3,417,500</td>
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<tr>
<td>Technology</td>
<td>3 165-0009</td>
<td>210,000</td>
<td>210,000</td>
<td>215,421</td>
<td>646,264</td>
<td>1,281,685</td>
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<td>Equipment-Classroom</td>
<td>4 165-0003</td>
<td>5,000</td>
<td>13,500</td>
<td>13,500</td>
<td>64,500</td>
<td>96,500</td>
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<tr>
<td>Equipment-Other</td>
<td>5 165-0010</td>
<td>60,000</td>
<td>55,500</td>
<td>90,000</td>
<td>231,500</td>
<td>437,000</td>
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<tr>
<td>Energy Performance Contract</td>
<td>6 165-0013</td>
<td>111,027</td>
<td>111,027</td>
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<td>333,081</td>
<td>666,162</td>
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<tr>
<td>Water and Gas Lines</td>
<td>7 165-0006</td>
<td>5,000</td>
<td>-</td>
<td>-</td>
<td>5,000</td>
<td>10,000</td>
</tr>
<tr>
<td>SITE Access and Services</td>
<td>8 165-0008</td>
<td>-</td>
<td>-</td>
<td>10,000</td>
<td>20,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Building Renovation-Agriculture Building (Holloway Hall)</td>
<td>0 165-0012</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>One Stop Student Center Renovation</td>
<td>9 165-0011</td>
<td>207,900</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>207,900</td>
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<tr>
<td>C.N. Haskell Building Renovation</td>
<td>0 165-0005</td>
<td>-</td>
<td>-</td>
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<td>Totals</td>
<td></td>
<td>4,433,927</td>
<td>2,290,027</td>
<td>2,342,448</td>
<td>3,080,345</td>
<td>12,146,747</td>
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</tbody>
</table>
dropped over the past five years, again reflecting national trends toward online subscription database use.

As of the 2009-10 academic year, the Library offers subscription database access to over 18 databases, allowing off-campus/remote access to students through links on the Library’s homepage, www.connorsstate.edu/library. This figure does not include subscription databases provided free to all Oklahoma citizens via the State’s Digital Prairie electronic library project.

Through Digital Prairie, Connors has access to 23 different online databases provided by the vendor EBSCOhost and selected to meet the needs of a variety of audiences, K-12 through general reference and post-graduate. Digital Prairie also provides free access to the online resources of SIRS Discoverer, eLibrary Elementary, Books in Print Professional, the Oklahoma Department of Libraries online catalog and FirstSearch/WorldCat. Digital Prairie is funded with state and federal funds through the Oklahoma Department of Libraries.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2004/05</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>Average</th>
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<tr>
<td>Overall Library Budget*</td>
<td>174,093</td>
<td>136,625</td>
<td>135,960</td>
<td>136,973</td>
<td>125,960</td>
<td>$141,922</td>
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<tr>
<td>Materials (Books, Database Subscriptions, Hardcopy Periodicals)</td>
<td>80,000</td>
<td>75,000</td>
<td>86,653**</td>
<td>87,666**</td>
<td>65,653</td>
<td>$78,994</td>
</tr>
<tr>
<td>Materials as % of Total Budget</td>
<td>46%</td>
<td>55%</td>
<td>64%</td>
<td>64%</td>
<td>52%</td>
<td>56%</td>
</tr>
</tbody>
</table>

*Excludes Salary & Fringe  **Total includes Section 13 funds contribution

Technology
Connors has made a commitment, as evidenced in the Key Goals/Objectives 2007-2013, to provide both the facilities and technology needed to serve its students, faculty and staff. This commitment is reflected in on-line class offerings, providing the faculty with the technological resources to enhance their classes, and in upgrading and developing computer labs throughout the campus. This commitment to technology opens up opportunities for accessing information valuable to students, faculty and staff in multiple locations.

Employee Handbook and Faculty Evaluation Form
Connors encourages all faculty members to keep current in their area of expertise and instructional fields. Additionally, each member is encouraged to gain new skills and to improve instructional techniques. This is evident as stated in Connors’ Employee Handbook under “Faculty Responsibilities”, page 29: “Instruction and facilitation of learning are primary responsibilities of the faculty. Official duties of the faculty include, in relation to professional development:

- Demonstrating evidence of professional growth
- Participating in the evaluation process”
Salary Schedule Guidelines
As each faculty member attains a higher level of education by earning an advanced degree, the faculty member’s salary is increased by an amount as indicated on the “Salary Schedule Guidelines” available in the Human Resources Office. The salary schedule needs updating. Adjustments have been made as new faculty members are hired. Plans are to revise the salary schedule beginning in the Fall 2010.

Faculty Evaluation Form
Connors seeks to assist faculty members in their professional growth by evaluating each one at least once every three years after the initial three year probationary period in which they are evaluated annually. This provides an opportunity for faculty to create plans for improvement in their quality of instruction. It also provides faculty members with an awareness of the learning environments they create for their students.

Connors Development Foundation, Inc.
Connors awards numerous scholarships, such as President’s Leadership Class, Valedictorian and Salutatorian, and team participation scholarships. The Connors Development Foundation, Inc. was established to aid and assist by providing the resources necessary to meet the ever-increasing costs of supplying quality programs in higher education. The Foundation awards annual scholarships to CSC students.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Scholarships Awarded</th>
<th>Total Scholarships</th>
<th>Paid Goods and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/2010</td>
<td>30</td>
<td>$14,950.00</td>
<td>$132,946.00</td>
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<tr>
<td>2008/2009</td>
<td>50</td>
<td>$25,039.00</td>
<td>$159,355.00</td>
</tr>
<tr>
<td>2007/2008</td>
<td>94</td>
<td>$47,235.00</td>
<td>$113,607.00</td>
</tr>
<tr>
<td>2006/2007</td>
<td>27</td>
<td>$13,620.00</td>
<td>$74,451.00</td>
</tr>
<tr>
<td>2005/2006</td>
<td>44</td>
<td>$21,869.00</td>
<td>$79,389.00</td>
</tr>
<tr>
<td>2004/2005</td>
<td>45</td>
<td>$22,303.00</td>
<td>$89,280.00</td>
</tr>
<tr>
<td>2003/2004</td>
<td>140</td>
<td>$70,997.00</td>
<td>$92,495.00</td>
</tr>
<tr>
<td>2002/2003</td>
<td>132</td>
<td>$66,394.00</td>
<td>$171,299.00</td>
</tr>
<tr>
<td>2001/2002</td>
<td>67</td>
<td>$33,890.00</td>
<td>$69,041.00</td>
</tr>
<tr>
<td>2000/2001</td>
<td>21</td>
<td>$10,672.00</td>
<td>$145,027.00</td>
</tr>
<tr>
<td>Total Scholarships Awarded</td>
<td>*650</td>
<td>$326,969.00</td>
<td>$1,126,890.00</td>
</tr>
</tbody>
</table>

*Note: This is average scholarships based on overall average of scholarships awarded.

Federal and state financial aid is also available to assist students. Pell Grants, Oklahoma Tuition Aid Grants, and loans are available to eligible students. Approximately 75 percent of CSC students receive some type of financial assistance.
Student Organizations

Connors encourages students to participate in a variety of organizations and activities to improve their social development. The institution provides a variety of activities suited to the needs and interests of all of the students. Organizations include:

- The President’s Leadership Class (PLC)
- The Student Senate
- Agriculture Ambassadors
- Aggie Club
- Behavioral Sciences Club
- Black Students Society
- Ecology Club
- Horticulture Club
- Math and Science Club
- Phi Beta Lambda (Business Club)
- Phi Theta Kappa – Mu Chi Chapter
- Student Nursing Association
- Teachers Learning With Children (Child Development)

There are also various teams and groups including:

- Agricultural Judging Team
- Baseball
- Cheerleading Squad
- Drama Group
- Men’s Basketball
- Rodeo Team
- Women’s Basketball
- Women’s Softball

Connors is committed to expanding opportunities for students, with a resulting growth of participation in such areas as the President’s Leadership Class and the Cheerleading Squad. On-campus activities, including intramurals, have also increased. Specific breakdown of activities is located in Criterion 4B.

Scholarships, Tuition Waivers, Federal Funding, and Other Sources

Financial assistance in the form of scholarships, work-study and other forms of financial aid helps students obtain an education. As the cost of attending college continues to grow, Connors has become increasingly involved in assisting students with scholarships through its Foundation, awarding approximately $100,000 in scholarships annually.

Work-study opportunities are available for eligible students, and many of these opportunities complement and reinforce the student’s educational program or career goal. A student must meet all the general eligibility requirements for Title IV financial aid in order to be eligible for work-study. Connors provides financial aid counseling free to all students.
A range of ages is served by scholarships and tuition waivers at Connors from concurrently-enrolled high school students to recent high school graduates to working adults and senior citizens. The funding is provided through a variety of sources.

Tuition waivers funded by the Oklahoma State Regents for Higher Education are available to seniors to attend college for six hours per semester including the summer semester after their junior year. High school juniors may also attend college. Oklahoma norms requirement are that high school seniors have an ACT composite score in the 46th percentile while juniors must score in the 90th percentile. This allows students to finish high school with several college credits. The number of concurrently enrolled students at Connors increased by 64% from 2005-06 to 2006-07 and increased another 57% in 2007-08.

Connors is also authorized by the State of Oklahoma to offer tuition waivers to the following individuals and groups as outlined in the 2009-10 Catalog, p.15):

- **Independent Living Act**—No tuition shall be charged to individuals between the ages of 16 and 18 who have been in DHS custody for at least nine months.
- **Prisoners of War, Missing in Action and Dependents**—Former prisoners of war or persons mission in action, and their dependents may, if otherwise qualified, enroll at CSC without paying tuition. Dependents are not eligible if federal funds are provided to pay tuition. The duration of the tuition waivers is five years, or the completion of a bachelor’s degree, whichever occurs first.
- **Dependents of Peace Officers and Fire Fighters**—No tuition shall be charged to the dependents of Oklahoma peace officers or fire fighters that have given their lives in the line of duty. These waivers are limited to a five-year period from the date of the first waiver. A dependent ceases to be eligible for benefits on his/her 24th birthday.
- **Senior Citizens**—Oklahoma residents aged 65 and older may have tuition waived to audit academic courses. Senior citizen students will be responsible to pay for additional educational supplies and/or texts that may be required in the classes. Senior citizen students are admitted on a space-available basis.
- **Oklahoma National Guard**—provides tuition waivers to Guard members. Scholarships are awarded by the National Guard Association of Oklahoma to Guard members and their families. Connors also works with the Veterans’ Department, the area Workforce agency, and various Indian Nations to ensure that their participants can receive funding to attend Connors.
- **Connors’ Employee and Dependents Fee Waivers**—there are tuition waivers for employees and family members.

**Continuing Education**
Connors recognizes that education is a continuous, life-long experience. Enrollment has shown a marked increase in continuing education from 2005 until the present, from one class offering in 2004-2005 to 62 course offerings in 2007-08. In the year 2008-09 there were 45 non-credit participants in Muskogee Campus classes and approximately 80 at the Warner Campus. (See CSC Institutional Snapshots in the Resource Room.)
3) The organization supports professional development opportunities and makes them available to all of its administrators, faculty and staff.

Patterns of Evidence:
- Professional Development Participation
- Workshops Hosted

Travel funds are provided in each academic program’s budget, but the funds are limited due to the current economic environment. Last year all public institutions in Oklahoma were asked to reduce or eliminate out-of-state travel for faculty and staff. CSC has attempted to provide additional opportunities for travel through grants and by attending national/regional conferences held in Oklahoma. In addition, the OSRHE offers quality workshops with national speakers throughout the year for faculty and administrators.

Professional Development Participation
Connors’ administration recognizes the benefits to the faculty and staff of providing the opportunity for professional development by bringing in speakers, and also by encouraging the attendance at conferences and seminars throughout the country.

Being part of academia means being involved with other faculty, administrators and staff from institutions of higher learning throughout the country. By participating and sharing ideas with others, solutions to universal problems in academia can be addressed and discussed.

Participation in conferences and conventions include attendance at meetings in Orlando, FL; Tahlequah, OK; Denver, CO; Midwest City, OK; Stillwater, OK; Norman, OK; Oklahoma City, OK; Edmond, OK; Enid, OK; Albuquerque, NM; Dallas, TX; Chicago, IL, and El Reno, OK. The Resource Room contains evidence of attendance.

Workshops Hosted
In-service workshops assist faculty and staff in various ways – by providing speakers trained to guide faculty in delivering online courses via WebCT, utilizing various software programs which will aid in maintaining student grades such as Excel, and in teaching physically-challenged students. A faculty in-service is held prior to the fall and spring semesters. Staff has also started an annual one-day in-service, the first of which was held during fall break in 2009. The Resource Room contains In-Service Agendas, and professional development opportunities.

CSC has also hosted regional and state workshops/conferences in which our employees participate. Some of the events have included:
- The annual Oklahoma Global Education Consortium Conference
- A statewide Developmental Mathematics Workshop presented by the National Center for Academic Transformation, headed by Dr. Carol A. Twigg
- Regional library workshops presented by the Oklahoma State Department of Libraries
- Oklahoma Library Association workshops and seminars.
4) The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

Patterns of Evidence:
- Mass Communication
- Event Programs for Students
- Recognition of Faculty
- Commencement
- Alumni

Mass Communication
A quarterly newsletter, *The Collegian*, is written by students in the Journalism class and published four times each semester. Copies are distributed at the Warner Campus and the Muskogee Campus as well as being posted on the Connors’ web page. In it, students and faculty is frequently recognized for various achievements.

A monthly newsletter by the Westbrook Library informs the faculty, staff and students of the resources, programs and services available through the CSC library. These resources include new books, newspapers, databases and media that provide additional learning opportunities as well as to see the latest news delivered via TV to CNN, MSNBC, and FOX News. (Warner Campus).

In addition, the Human Resources Office releases pertinent information pertaining to fringe benefit packages and various “CSC-Employee” e-mails are disseminated acknowledging student, faculty, and staff achievements.

Press releases are sent to various area newspapers including the semester honor rolls and events on the campuses. The public relations staff is part-time, thus reducing the number of press releases on student and faculty activities that are distributed. This area could be improved to raise more awareness of the College and of the many student/faculty awards and activities.

Event Programs for Students
During the course of a school year, events take place on campus to acknowledge student achievement. Some of students are chosen through student voting, but others are voted on and chosen by faculty members. For instance, students vote for the Homecoming Queen and King each year. However, the faculty nominates and votes on Mr. and Ms. Connors which recognizes a male and female graduating student who best exemplify the qualities of the ideal male and female Connors’ student. The recognition of Mr. and Ms. Connors is held during Honors Night each spring when faculty members recognize students who have been outstanding in each of their classes. Who’s Who recipients are also honored at this event.

A pinning ceremony is held each spring for Connors’ graduating nurses. Awards, such as the outstanding graduate or the Cherokee Nation Nursing Award, are also presented. Each spring the English Department hosts the *Creative Cabaret*, a program in which students from the Creative Writing class read their original poetry or stories, students in the drama classes...
perform one-act plays and occasionally a student performs a song. The Child Development Program and the Scholars for Excellence in Child Care co-host a ceremony annually to recognize students who complete the CDA and certificates or degrees. They also present outstanding student awards at the ceremony. Phi Theta Kappa holds one or two induction ceremonies each year to recognize new members and the officers.

An event that began in the 2008-09 academic year was the recognition of students on the Vice President’s and President’s Honor Rolls. This was a very successful ceremony and is being continued.

**Recognition of Faculty**

A “CSC Faculty of the Year” is chosen annually by full-time faculty. The honoree is presented a plaque by the CSC Alumni and Friends Association at their annual meeting/banquet. The College also presents a plaque to the faculty member at commencement and places his/her name on a perpetual plaque that is located outside the President’s office. In addition, the “CSC Faculty Member of the Year” is recognized by the Muskogee Area Educational Consortium at the annual “Hooray for Teachers” celebration. The faculty member receives public recognition and gifts of “instructional materials” such as copy paper, memo pads, and pens.

Faculty members have also been encouraged and supported to apply for external awards. CSC faculty members have won awards from the Oklahoma Association of Community Colleges, the Oklahoma Global Education Consortium, the State of Oklahoma Historical Society, and the State of Oklahoma Governor’s Office. Who’s Who in Teaching has also recognized several faculty members.

CSC also has “fun” awards. Faculty (or staff) can be nominated to “Kiss a Pig,” an “award” sponsored by the Aggie Club. The winner, who receives the most donated money, kisses a live piglet. Another event is the “Show Ring Winner” for the inexperienced faculty (or staff) member who scores best on showing an animal in the show ring.

**Commencement**

Phi Theta Kappa members are recognized for academic achievement by wearing gold cords at graduation. Students graduating with *Summa Cum Laude*, *Magna Cum Laude*, and *Cum Laude* status are recognized by wearing gold, green, and purple cords and also are listed in the commencement program.

An award for Teacher of the Year as selected by faculty is presented at the commencement ceremony each year. The commencement program also showcases student, faculty, and staff awards for the academic year, such as the 2009-10 Livestock Judging Team win as the Champion Team at the Flint Hills Classic, Tulsa State Fair, and the American Royal competitions.
Alumni
The Former Students Association Banquet is held annually in April. Alumni are honored at this yearly banquet, and an award to the Outstanding Alumni is presented. Two honorees have been chosen in some years. A plaque is presented and a duplicate plaque is placed outside the President’s office.

5) The faculty, in keeping with the organization’s mission, produce scholarly articles, as a result of research, and share the knowledge gained by presentation of those papers.

6) The organization and its units use scholarship and research to stimulate organizational and educational improvements.

Patterns of Evidence:
- Faculty Presentations

Faculty Presentations
Connors’ faculty, administration and staff recognize the value of exchanging ideas and information with others in academic institutions by presenting papers in various disciplines. Papers have been presented by:

<table>
<thead>
<tr>
<th>Faculty Presentation Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jo Lynn Autry Digranes presented a paper at the 28th International Conference Improving University Teaching (2003) Vaxjo, Sweden</td>
</tr>
<tr>
<td>Dr. Jo Lynn Autry Digranes workshop PowerPoint presentation at the 33rd Annual Improving Teaching International Conference (2008), Glasgow, Scotland</td>
</tr>
<tr>
<td>Dr. Jo Lynn Autry Digranes, Ms. Sonja Baker, Dr. Ron Ramming, Ms. Beverly Wilcoxon presented a PowerPoint at a workshop at the Oklahoma State Regents for High Education Cooperative Alliance Workshop (2007), Oklahoma City, OK</td>
</tr>
<tr>
<td>Dr. Denna Wheeler presented a paper at the American Educational Research Association Annual Meeting (2007), Chicago, IL,</td>
</tr>
<tr>
<td>Dr. Denna Wheeler OACC Oklahoma City Poster Presentation (2007) Oklahoma City, OK,</td>
</tr>
<tr>
<td>Dr. Denna Wheeler presented paper at the Oklahoma Association for Institutional Research and Planning (2005), Tulsa, OK,</td>
</tr>
<tr>
<td>Dr. Denna Wheeler presented a research paper at the American Educational Research Association (2008) New York, NY,</td>
</tr>
<tr>
<td>Dr. Gary Grady presented a paper at the TCC Global Education Consortium Conference (2008), Tulsa, OK,</td>
</tr>
<tr>
<td>Mr. Nathan Swink presented at a poster session University of Central Oklahoma (2008), Edmond, Ok</td>
</tr>
<tr>
<td>Ms. Constance Nicholson presented a paper at the Oklahoma Council of Teachers of English (2004), Tulsa, OK</td>
</tr>
<tr>
<td>Ms. Linda Havellana presented a G.I.F.T. poster and gave a PowerPoint presentation at the 41st Annual OACC Conference (2008), Midwest City, Ok</td>
</tr>
<tr>
<td>Ms. Linda Havellana presented a PowerPoint presentation at the National Assn. for Developmental Education (2008), Boston, MA</td>
</tr>
<tr>
<td>Ms. Linda Havellana conducted a workshop at the National Assn. for Developmental Education (2007), Nashville, TN</td>
</tr>
</tbody>
</table>

The Resource Room contains relevant papers, abstracts, and evidence.
Core Component – 4B

The organization demonstrates that acquisition of breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

1) The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

Patterns of Evidence:
- Oklahoma State Regents for Higher Education Policy and Procedures Manual Chapter 3: Academic Affairs
- CSC Catalog
- General Education Outcomes
- Program Review Committee Documents

Oklahoma State Regents for Higher Education Policy and Procedures Manual Chapter 3: Academic Affairs
Policies and procedures are established at the state level in Oklahoma to define General Education and to specify minimum criteria for the various levels of degrees. The OSRHE define General Education in their policy and procedures manual as:

“General Education” is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.” (p. 126).

The Associate in Arts and the Associate in Science degrees must have a minimum 37 semester credit hours general education core including:
1. English Composition 6 hours
2. U.S. History and U.S. Government 6 hours
3. Science 6 hours (one course must be a laboratory science)
4. Humanities 6 hours (Chosen from nonperformance courses defined as humanities by the institution granting the associate degree)
5. Mathematics 3 hours
6. At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts (art, music, drama) 3 hours
7. Additional liberal arts and sciences courses as needed to meet the minimum total of 37 credit hours required in this policy. (State Regents' policies require a minimum of 40 semester hours of general education for the baccalaureate degree.) (Oklahoma State Regents Policy and Procedures Manual, p. 127).

For the Associate in Applied Science, there must be a minimum of 18 semester credit hours in general education in the following areas:
1. Communications 6 hours. This must include two courses from one or more of the following three areas: (1) a college-level communications course in general, applied technical writing or (2) a course in English grammar and composition or (3) a college-level oral communication course.

2. U.S. History and U.S. Government 6 hours


For academic programs to be approved, these standards have to be followed, so Connors follows not only generally accepted standards for general education, but also those prescribed by the OSRHE.

CSC Catalog
Connors values a broad range of knowledge for students as shown by the general education requirements for degrees as mandated by the OSRHE. Students in transfer programs complete the following general education requirements as well as a minimum of twenty-three (23) semester credit hours of academic work applicable to the student’s major field of study. This also includes any prerequisite work necessary for the student’s anticipated upper division courses.

**Figure 53: General Education Requirements**

### General Education Requirements
Applicable to all Associates in Arts and Sciences Degrees

<table>
<thead>
<tr>
<th>General Education Hours</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Check catalog listings for prerequisites) Communications</td>
<td>9</td>
</tr>
<tr>
<td>Engl 1113 Engl Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Engl 1213* Engl Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Spch 1113 Intro to Oral Comm</td>
<td>3</td>
</tr>
<tr>
<td>American History</td>
<td>3</td>
</tr>
<tr>
<td>Hist 1483 US History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>Hist 1493 US History Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>US Government</td>
<td>3</td>
</tr>
<tr>
<td>Pols 1113 Amer Federal Govt</td>
<td>3</td>
</tr>
<tr>
<td>Science (One must be a lab science)</td>
<td>7-10</td>
</tr>
<tr>
<td>Biol 1113 Intro to Environmental Sci</td>
<td>3</td>
</tr>
<tr>
<td>Biol 1114 General Biology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 1314 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>Biol 1324 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>Biol 1404 General Botany</td>
<td>4</td>
</tr>
<tr>
<td>Biol 1604* General Zoology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 2104* Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>Biol 2114* Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 2124* General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 1313 Human Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 2403 General Entomology</td>
<td>3</td>
</tr>
<tr>
<td>Chem 1315* General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>Chem 1515* General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>Chem 2013* Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Engl 2543* Engl Literature to 1800</td>
<td>3</td>
</tr>
<tr>
<td>Engl 2653* Engl Literature since 1800</td>
<td>3</td>
</tr>
<tr>
<td>Engl 2773* American Literature to 1865</td>
<td>3</td>
</tr>
<tr>
<td>Engl 2883* American Literature since 1865</td>
<td>3</td>
</tr>
<tr>
<td>Hist 1223 Early Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Hist 1323 Modern Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Humn 1113 Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Humn 1123 Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Humn 2113 Ancient Greece – Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>Humn 2223 Renaissance – Present</td>
<td>3</td>
</tr>
<tr>
<td>Humn 2300 Special Topics</td>
<td>0-3</td>
</tr>
<tr>
<td>Humn 2413 World Literature</td>
<td>3</td>
</tr>
<tr>
<td>Phil 1113 Intro to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Any College-Level Math (See Degree Plans)</td>
<td>3</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Coms 1133 Fund of Computer Usage</td>
<td>3</td>
</tr>
<tr>
<td>Agr 2113 Microcomputers in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>Selected Electives</td>
<td>3</td>
</tr>
<tr>
<td>Courses from psychology, foreign language, social science, philosophy, drama, art, music</td>
<td></td>
</tr>
<tr>
<td>Additional Electives</td>
<td>0-4</td>
</tr>
<tr>
<td>Courses from Liberal Arts, science, or communications. Physical Education activity courses do not count toward graduation.</td>
<td></td>
</tr>
</tbody>
</table>
Associate in Applied Science degrees are required to complete the following requirements:

1. General Education requirements represent eighteen (18) semester credit hours of requirements that all students must complete to receive an Associate in Applied Science Degree. These requirements are listed in each degree plan.
2. The Program Requirements represent a minimum of forty-three (43) semester credit hours of academic work applicable to each student’s technical/occupational education. A minimum of twenty-nine (29) hours are required in the student’s technical/occupational specialty.

**General Education Outcomes**

The general education courses at Connors not only develop basic skills in science, mathematics and communications, but also foster and develop potentials in the individual students for a lifetime of learning. This is accomplished through exposure to various areas of human study, their characteristic ways of acquiring knowledge, and methods of verification and communication. These courses enable the students to better understand and critically evaluate information from many fields of study.

For academic programs to be approved, these standards have to be followed, so Connors follows not only generally accepted standards for general education, but also those prescribed by the OSRHE.

To promote the development of basic skills is the primary function of the general education courses. Connors has identified eight broad general education learning outcomes that are considered to be vital.

1. Writing Skills
2. Mathematics
3. Reading
4. Science
5. Computer Skills Competency
6. Critical Thinking
7. Global Awareness
8. Citizenship

For writing, mathematics, reading, and science, outcomes are measured through the ACT CAAP. Connors obtains linkage reports from ACT that link the CAAP to the student’s entry ACT or COMPASS scores. In addition to the ACT CAAP, faculty utilizes a rubric for writing skills. The rubric is used for the final essay in English Composition II.
For mathematics, faculty administers final exams in College Algebra and Math Structures to determine achievement levels. Computer skills are also measured through a rubric at the end of the required Fundamentals of Computer class. Critical Thinking, Global Awareness, and Citizenship are measured through embedded assessment (forms are included in Resource Room, Criterion 4).

Beginning in the current semester, Spring 2010, the collection time-frame and the courses collected from have been modified. As determined by consensus of the Assessment Committee, embedded assessment activities will be conducted and assessed each semester. Certain activities are naturally and appropriately underway in specific courses and have been identified to be assessed.

Each instructor in each of the identified courses determines an activity to be conducted each fall, spring, and summer semester. These outcomes have been designated in the specific required general education courses to ensure that all students have been exposed to and have participated in each of the general education outcomes which have been identified as vital. Currently, the specific courses below are designated to conduct the specifically identified embedded assessment outcome.

- Citizenship: POLS 1113
- Critical Thinking: BIOL 1113, BIOL 1114, BIOL 1314, BIOL 1324, GPS 1103, CHEM 1315, MATH 1513, MATH 1493.
- Global Awareness: GEOG 2243, HUMN 1113, HUMN 1123, HUMN 2113, HUMN 2223, HUMN 2300, HUMN 2413/ENGL 2413, NURS 1117.

The faculty is still working on review and analysis of the rubric for writing skills, the final tests in mathematics, and identifying what additional measures we may use in reading and science.

As a result of Connors’ emphasis on general education, students acquire knowledge and skills that allow them to succeed in life and in further studies at subsequent institutions.

**Program Review Policy**

Connors’ Program Review Policy is to review all academic programs offered on a five year cycle, unless the program achieves a specialty accreditation status with different review terms.

Program review is the method by which the OSRHE and the State System institutions evaluate proposed and existing programs. The results of the Academic Program Review will be used at the college level to determine the quality, production, and outcomes of instructional programs.

The Program Review reports are prepared by the program faculty and Division Chair and submitted to the Executive Vice President. Each program review includes an introduction to
the discipline, program objectives, plan of study, program effectiveness, program strengths, concerns, recommendation for action, and five-year goals, as mandated by the OSRHE.

The Oklahoma State Regents for Higher Education Degree Program Review Schedule for 2009-10 is listed on the web site address: http://www.okhighered.org/oeis/ProductivityReport/Main.aspx. Evidence can be found in Resource Room.

2) The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education.

Patterns of Evidence:
- General Education Reviews and the HLC Academy for the Assessment of Student Learning
- Curriculum Committee
- Program Documents

General Education Reviews and the HLC Academy for the Assessment of Student Learning
Connors has been reviewing institutional assessment of student learning since the last HLC comprehensive visit/report. Modifications are made continuously. The first was the rewriting of the Assessment of the Student Learning Plan in 2001-02 with the defining of general education goals and measures. The next step was reviewing the general education areas and reviewing the possibility of embedded measurement. A workshop was presented by Tulsa Community College on embedded assessment in 2003. Connors added embedded assessment measures for some of the general education goals.

Next, Connors added “Global Awareness” and “Computer Literacy” to the general education goals. The “Computer Literacy” was an OSRHE addition for all public higher education institutions. The impetus for the “Global Awareness” component came from CSC’s participation in the Oklahoma Global Education Consortium.

In Fall 2008, Connors joined the HLC Academy for the Assessment of Student Learning. The first project proposed was the review of General Education requirements and the assessment of student learning in General Education. This was a result of critically reviewing the existing objectives and measures, realizing that we were not satisfied with current status. Work continues on the General Education project.

Curriculum Committee
The primary function of Connors’ Curriculum Committee is to review and approve program/course modifications and new programs proposed by academic divisions (refer to Curriculum Committee agendas in Resource Room). The modifications may amend general education requirements, based upon the standards or changes in standards established by the OSRHE. After a proposal is approved by the curriculum committee, it then goes to the Academic Council, the Executive Vice President, the President, to the OSU/A&M Board of Regents, and finally to the Oklahoma State Regents for Higher Education.
The curriculum committee is composed of four faculty members and the academic division chairs. The Executive Vice President sits on the committee but is not a voting member.

**Program Documents**

Since 2007, Connors has made over 30 program modifications that were approved by the Oklahoma State Regents for Higher Education. The OSRHE Academic Affairs Office provides forms and outlines for program modifications and addition of new programs. (See program modification forms in Resource Room, Criterion 4.)

The OSRHE also require a program review process for all academic programs on a five-year rotation. Some programs, such as new or low-productivity programs, may require a shortened cycle for review. The OSRHE Policy and Procedures Manual include an outline for academic program review - however, this policy is under review and will be changed, probably in 2011. Included in the OSRHE criteria is the following:

- Centrality of the Program to the Institution's Mission (OSRHE Policy and Procedures Manual, p. 74)

This requirement ensures that program reviews include an analysis of how the program links to the institutional mission. Copies of academic program reviews are available in the Resource Room.

3) **The organization demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.**

**Patterns of Evidence:**

- **Student Organizations and Activities**
- **Academic Field Trips**

Connors has several clubs/organizations that are directly related to academic programs or to academics. Each of these clubs/organizations sponsors or participates in numerous activities that support inquiry, practice, creativity, and social responsibility related to the academic area.

**Student Organizations and Activities**

*Ag Ambassadors* – This group was very busy in providing service to area and state agricultural entities, as well as demonstrating social responsibility in recycling.

- Chaperones at State FFA Made for Excellence and Advanced Leadership Conferences at Tulsa and Oklahoma City, OK.
- Campus-wide paper recycling campaign.
- Agriculture Futures Conference and College Fair at Shawnee, OK.
- Served Hot Dogs to Livestock Exhibitors at the Muskogee County Livestock Show.
- College and Career Show at Muskogee Regional Jr. Livestock Show.
- Served as State FFA Convention Staff.
- State FFA Convention College and Career Show.
Horticulture Club – The Horticulture Club had the opportunity to practice their trade by conducting plant sales as well as providing service to area constituencies.

- Spring Plant Sale
- Spring Gardening Workshop—Warner Public Library
- Okmulgee In Bloom Festival
- Muskogee Farmer’s Market

Behavioral Science Club – Learning more about careers and social responsibility were emphasized by this club.

- Speak Out at Jess Dunn Correctional Facility (Connors offers courses and degree programs at the Jess Dunn Correctional Facility.)
- Warmth for Winter project providing gloves for children and youth in conjunction with the local Department of Human Services.
- UNO Night-Fundraiser.

Math & Science Club – Fun was the focus, but students also learned about the environment through recycling and gravity’s effects on fragile eggs.

- Campus Wide Recycling Campaign
- Poker Nights
- Water Wars
- Egg Drop Contest

Ecology Club – The Ecology Club had several annual events on its activity calendar:

- Crystal digging in Arkansas.
- Looking for the endangered red-cockaded woodpecker in Atoka, OK.
- Assisting at the Oklahoma Music Hall of Fame induction, Muskogee, OK.
- Water sampling for the Three Forks Harbor/Port of Muskogee, OK.

Academic Field Trips

Several classes at Connors use field trips to support learning. Agriculture, Horticulture, Communications and Fine Arts, Nursing, Child Development, and Science Departments participate in field trips. From these field trips, the students are provided with opportunities to apply classroom materials in the real world. Examples of these trips include:

Nursing classes from Foundations (first semester) to Maladaptive States II (fourth semester):

- Practicums at Muskogee Regional Hospital, Muskogee, OK.
- Jack C. Montgomery Medical Center, Muskogee, OK.
- Tahlequah City Hospital, Tahlequah, OK.
- Wagoner City Hospital, Wagoner, OK.
- Jess Dunn Correctional Center, Taft, OK.
- And, various nursing homes in the surrounding communities.
Drama classes - Workshops at Northeastern State University, Tahlequah, and performances for the following local area schools: Porum, Warner, Checotah, Cherokee Nation Head Start, Muskogee Head Start, Gore, and Webbers Falls, OK.

Principles of Listening classes - Hearing tests at Northeastern State University, Tahlequah, OK.

Rodeo team classes - College rodeos in Oklahoma as well as other states.

Livestock Judging Team - Livestock judging contests held in various cities such as San Antonio, TX, and the International Livestock Exposition at Louisville, KY.

The Child Development Program Planning Class – Participated in a Quality Program tour during the spring semester to demonstrate various aspects of early childhood education settings in Tulsa and Tahlequah, OK.

Agriculture Education Classes - Visited Agriculture Meat Departments in Morris, Roland, Warner, and Ft. Gibson. Attended the “I Want to Teach Ag” Conference at Oklahoma State University, Stillwater, OK.

Horticulture classes - visited area locations including:
- Greenleaf Nursery, Keys, OK
- Steve’s Sod Farm, Bixby, OK
- Green Country Sod Farm, Bixby, OK
- Muskogee Country Club Golf Course
- Philbrook Museum landscaped grounds, Tulsa, OK
- Linnaeus Garden in Woodward Park, Tulsa, OK
- Rose Garden in Woodward Park, Tulsa, OK
- Southwood Nursery, Tulsa, OK
- Natura Vineyard in Natura, OK

4) Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

Patterns of Evidence:
- Assessment Data from ACT CAAP
- Comparison of Assessment Data ACT CAAP to ACT and ACT COMPASS
- Assessment Data from Computer Skills Rubric
- Assessment Data from Embedded Assessment in Citizenship, Critical Thinking, and Global Awareness

Assessment Data from ACT CAAP
Connors believes that assessing student academic achievement is an essential component of evaluating overall institutional effectiveness. The assessment of student academic
achievement begins with an assessment process based on its stated mission and educational purposes.

Entry-level assessment must be conducted prior to admission to Connors. Students must present ACT scores to CSC upon application for admission. Connors administers the Residual ACT each semester prior to enrollment periods and at other posted times throughout the semester as needed. The National ACT is also administered at CSC on two national testing dates (fall and spring) each year. Students who scored less than 19 (score set by the OSRHE) on the ACT test in English, Reading, Mathematics, or Science must take the ACT COMPASS test in order to determine placement into developmental or college level courses. Students over the age of 20 who have not taken the ACT test must take the COMPASS test for placement purposes.

Prior to graduation all CSC students are required to participate in exit-level assessment (another OSRHE requirement). All students who have a minimum of 45 college level credit hours and who plan to graduate in the current semester are required to participate in the Outcomes Assessment process.

All students are required to take the ACT CAAP test in order to graduate and to acquire diplomas and transcripts. CSC provides public statements in the Course Catalog and the Class Schedule to inform the students of the Outcomes Assessment requirement. CSC students enroll in EDUC 2320, Outcomes Assessment, as a regularly scheduled course. Tuition is not charged for Outcomes.

In order to ensure the participation by all graduating students, announcements are placed on the CSC website and the digital TV monitors around campus informing the students of the requirement. Additionally, courses are created for each class/testing session in the classroom management system, WebCT, in order to provide information about the CAAP test to the students, and to encourage meaningful participation and engagement by the students.

**ACT CAAP Test:** Scores on the CAAP test are used to assess achievement in four of the general education outcomes: Writing Skills, Mathematics, Reading, and Science. All students who have earned 45 credit hours and who plan to graduate during the semester are required to take the CAAP test. The results of the CAAP test are shown below.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>CSC CAAP mean</th>
<th>National norm CAAP mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Skills</td>
<td>61.0 (N=299)</td>
<td>62.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>54.8 (N=318)</td>
<td>56.2</td>
</tr>
<tr>
<td>Reading</td>
<td>59.5 (N=318)</td>
<td>60.4</td>
</tr>
<tr>
<td>Science</td>
<td>57.8 (N=318)</td>
<td>59.2</td>
</tr>
</tbody>
</table>
CSC students scored lower than the national mean on most areas in the last five years. Lower means than the national means have been the norm since CSC started using the ACT CAAP. Writing and reading are the areas closest to the national mean. Although students at Connors have lower than national and state ACT averages, these are areas that still require review.

Connors has worked on the developmental mathematics courses and College Algebra for several years and is still working on that area. Modifications have been made in reading instruction, but plans are in effect to make further changes during the 2010-11 academic year. Developmental English also needs further work. A proposed Developmental Writing class has been discussed for students who are not ready for English Composition I. Connors has upgraded all science laboratories and instructional equipment to assist in the improvement of science scores.
Comparison of Assessment Data
Linkage reports are obtained from ACT that compare the students’ scores on the ACT and the CAAP test as well as the students’ scores on the COMPASS and the CAAP test. The following are based on 2008-09 and the 2009-10 academic years’ ACT, COMPASS, and CAAP assessment scores in Writing Skills, Mathematics, Reading, and Science.

### Figure 59: English/Writing Skills Quartile Comparison
#### ACT to CAAP

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Same Quartile Range</td>
<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>Lower Quartile Range</td>
<td>24%</td>
<td>34%</td>
</tr>
<tr>
<td>Higher Quartile Range</td>
<td>21%</td>
<td>13%</td>
</tr>
</tbody>
</table>

### Figure 60: Writing Skills Quartile Comparison
#### COMPASS to CAAP

<table>
<thead>
<tr>
<th>On CAAP as on COMPASS</th>
<th>Summer 2008 – Spring 2009 (N = 54)</th>
<th>Summer 2009 – Spring 2010 (N = 33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same Quartile Range</td>
<td>46%</td>
<td>52%</td>
</tr>
<tr>
<td>Lower Quartile Range</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>Higher Quartile Range</td>
<td>31%</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPASS Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2008 – Spring 2009</td>
<td>6,437</td>
<td>73.7</td>
<td>23.6</td>
</tr>
<tr>
<td>Connors</td>
<td>54</td>
<td>59.9</td>
<td>24.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAAP Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2008 – Spring 2009</td>
<td>6,437</td>
<td>61.5</td>
<td>4.7</td>
</tr>
<tr>
<td>Connors</td>
<td>54</td>
<td>58.4</td>
<td>4.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPASS Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2009 – Spring 2010</td>
<td>6,437</td>
<td>73.7</td>
<td>23.6</td>
</tr>
<tr>
<td>Connors</td>
<td>33</td>
<td>62.5</td>
<td>27.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAAP Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2009 – Spring 2010</td>
<td>6,437</td>
<td>61.5</td>
<td>4.7</td>
</tr>
<tr>
<td>Connors</td>
<td>33</td>
<td>59.6</td>
<td>4.0</td>
</tr>
</tbody>
</table>
### Figure 61: Mathematics Quartile Comparison

**ACT to CAAP**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Same Quartile Range</td>
<td>56%</td>
<td>42%</td>
</tr>
<tr>
<td>Lower Quartile Range</td>
<td>24%</td>
<td>29%</td>
</tr>
<tr>
<td>Higher Quartile Range</td>
<td>20%</td>
<td>29%</td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th></th>
<th>ACT Mathematics</th>
<th>CAAP Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>Reference Group</td>
<td>17,940</td>
<td>21.1</td>
</tr>
<tr>
<td>Connors</td>
<td>134</td>
<td>17.8</td>
</tr>
</tbody>
</table>

### Figure 62: Mathematics Quartile Comparison

**COMPASS to CAAP**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Same Quartile Range</td>
<td>35%</td>
<td>47%</td>
</tr>
<tr>
<td>Lower Quartile Range</td>
<td>35%</td>
<td>29%</td>
</tr>
<tr>
<td>Higher Quartile Range</td>
<td>30%</td>
<td>24%</td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th></th>
<th>COMPASS Mathematics</th>
<th>CAAP Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>Reference Group</td>
<td>6,469</td>
<td>36.4</td>
</tr>
<tr>
<td>Connors</td>
<td>23</td>
<td>34.0</td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th></th>
<th>COMPASS Mathematics</th>
<th>CAAP Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 2009 – Spring 2010</td>
<td>Summer 2009 – Spring 2010</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>Reference Group</td>
<td>6,469</td>
<td>36.4</td>
</tr>
<tr>
<td>Connors</td>
<td>17</td>
<td>27.8</td>
</tr>
</tbody>
</table>
### Figure 63: Reading Quartile Comparison

**ACT to CAAP**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Same Quartile Range</td>
<td>44%</td>
<td>32%</td>
</tr>
<tr>
<td>Lower Quartile Range</td>
<td>26%</td>
<td>50%</td>
</tr>
<tr>
<td>Higher Quartile Range</td>
<td>30%</td>
<td>18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ACT Reading</th>
<th>CAAP Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/Group</td>
<td>N/Group</td>
<td>N/Group</td>
</tr>
<tr>
<td>Reference Group</td>
<td>15,020 21.9</td>
<td>15,020 62.1</td>
</tr>
<tr>
<td>Connors</td>
<td>134 19.7</td>
<td>134 59.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ACT Reading</th>
<th>CAAP Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 2009 – Spring 2010</td>
<td>Summer 2009 – Spring 2010</td>
</tr>
<tr>
<td>N/Group</td>
<td>N/Group</td>
<td>N/Group</td>
</tr>
<tr>
<td>Reference Group</td>
<td>18,477 20.8</td>
<td>18,477 60.8</td>
</tr>
<tr>
<td>Connors</td>
<td>153 19.9</td>
<td>153 58.0</td>
</tr>
</tbody>
</table>

### Figure 64: Reading Quartile Comparison

**COMPASS to CAAP**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Same Quartile Range</td>
<td>49%</td>
<td>53%</td>
</tr>
<tr>
<td>Lower Quartile Range</td>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td>Higher Quartile Range</td>
<td>19%</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>COMPASS Reading</th>
<th>CAAP Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/Group</td>
<td>N/Group</td>
<td>N/Group</td>
</tr>
<tr>
<td>Reference Group</td>
<td>4,243 82.1</td>
<td>4,243 60.1</td>
</tr>
<tr>
<td>Connors</td>
<td>53 78.2</td>
<td>53 57.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>COMPASS Reading</th>
<th>CAAP Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 2009 – Spring 2010</td>
<td>Summer 2009 – Spring 2010</td>
</tr>
<tr>
<td>N/Group</td>
<td>N/Group</td>
<td>N/Group</td>
</tr>
<tr>
<td>Reference Group</td>
<td>4,243 82.1</td>
<td>4,243 60.1</td>
</tr>
<tr>
<td>Connors</td>
<td>32 79.8</td>
<td>32 57.3</td>
</tr>
</tbody>
</table>
COMPASS does not offer a science test. Therefore, we do not have a comparison between COMPASS to CAAP in the area of science.

The linkage reports do compare more like data, utilizing the same students’ ACT or COMPASS scores to compare to their ACT CAAP scores. However, the results indicate that the majority of CSC students’ scores are within the same quartile or a lower quartile than their performance on the ACT or COMPASS.

As stated previously, there is still work to be completed in these areas of general education. That is one of the reasons Connors chose general education for the first project and development education as another project for the HLC Academy for the Assessment of Student Learning.

**Assessment Data from Computer Skills Rubric**

All students at Connors are required to complete coursework to develop computer skills and to ensure the computer literacy. COMS 1133 - Fundamentals of Computer Usage is the introductory computer class that is required of all students in transfer programs.

Measurement of computer competency is accomplished through a computer skills rubric scored at the end of the semester. Students who achieve levels three and four for each performance factor are considered to have been successful. The seven performance factors are shown below. At the completion of COMS 1133, students must be able to:

- Demonstrate basic operating system functions including file management.
- Access and Navigate the Internet.
- Demonstrate email skills.
- Prepare professional documents using a Word Processing application.
• Create professional spreadsheets using a Spreadsheet application.
• Create & maintain a database utilizing a database application.
• Create a Presentation using a Presentation application.

Students were assessed using the Connors’ Computer Skills Competency Rubric which is in the Criterion 4 file in the Resource Room. Data has been collected from students in the Fundamentals of Computer Usage class during the spring 2010 semester. Data was collected from courses taught on-campus as well as on-line. Results from the assessment of students utilizing the computer skills rubric are shown below:

<table>
<thead>
<tr>
<th>Performance Factors</th>
<th># Not Attending Class</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th># Successful</th>
<th># Assessed</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-7</td>
<td>44</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>164</td>
<td>177</td>
<td>221</td>
<td>80.1</td>
</tr>
</tbody>
</table>

**Assessment Data from Embedded Assessment in Citizenship, Critical Thinking, and Global Awareness**

Embedded assessment is utilized to determine the results of the Critical Thinking, Global Awareness, and the Citizenship outcomes. Prior to Spring 2010 semester, embedded assessment was conducted during each fall semester and the three outcomes were alternated from fall to fall each year. The tables below include data from Fall 2004 to Fall 2006.

**Figure 67: Embedded Assessment General Education Outcomes, Fall 2004 - Fall 2006**

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th># Successful</th>
<th># Assessed</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2004 (Adjunct Faculty)</td>
<td>549</td>
<td>696</td>
<td>78.9</td>
</tr>
<tr>
<td>Global Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2004 (Full-Time Faculty)</td>
<td>682</td>
<td>756</td>
<td>90.2</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2005 (All Faculty)</td>
<td>501</td>
<td>608</td>
<td>82</td>
</tr>
<tr>
<td>Citizenship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2006 (All Faculty)</td>
<td>727</td>
<td>842</td>
<td>88</td>
</tr>
</tbody>
</table>

**Figure 68: General Education Outcomes, Embedded Assessment Spring 2010**

<table>
<thead>
<tr>
<th>General Education Outcome</th>
<th># Successful</th>
<th># Assessed</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship</td>
<td>30</td>
<td>82</td>
<td>36.5%</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>209</td>
<td>236</td>
<td>88.6%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>238</td>
<td>306</td>
<td>77.8%</td>
</tr>
</tbody>
</table>
Although general education outcome activities were conducted in courses in the Spring 2006 semester through the fall 2009 semester, no data was collected during this time-frame due to turnover in the position of Director of Assessment.

A recommendation from a HLC Academy mentor was that CSC standardizes the embedded assessments across sections of the same class. The Assessment Committee will be reviewing that issue in Fall 2010 and hope to implement the recommendation by Spring 2011. The rubric for writing and the final tests in mathematics and science still need to be integrated into the analysis of data from assessment of student learning to complete the HLC Academy project for general education.

Learning outcomes demonstrate effective preparation for continued learning.

Patterns of Evidence:
- Faces of the Future Survey
- Connors Graduate Exit Surveys
- Degrees Conferred
- Transfer Rates and Trends for Connors Students
- Student Transfer Activity

Faces of the Future Survey
Faculty, staff, and administration value students’ opinions. Surveys offer indirect evidence of institutional effectiveness. Examples of survey results related to continued learning and to general education objectives are included in the following tables.

The “Faces of the Future” survey was conducted each year from 2002-07 and again in Spring 2010. Survey results from Section IV – Current College Experience, Item A: College Experiences Contribution to Growth from the Survey are shown below. Each table shows eleven items arranged in descending order from the largest contribution to the smallest contribution as rated by students.

<table>
<thead>
<tr>
<th>Figure 69: Faces of the Future, May 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section IV – Current College Experience, Item A: College Experience Contribution To Growth</strong></td>
</tr>
<tr>
<td>Contribution Scale: 5=major contribution, 3=moderate contribution, 1=no contribution</td>
</tr>
<tr>
<td><strong>CSC Avg.</strong></td>
</tr>
<tr>
<td>Increasing my academic competence</td>
</tr>
<tr>
<td>Learning skills needed specifically for my current or future job</td>
</tr>
<tr>
<td>Identifying the training/skills required for career opportunities that fit my interests/abilities</td>
</tr>
<tr>
<td>Enriching my intellectual life</td>
</tr>
<tr>
<td>Developing self-confidence</td>
</tr>
<tr>
<td>Developing an openness to opinions other than my own</td>
</tr>
<tr>
<td>Learning effective leadership skills</td>
</tr>
<tr>
<td>Communicating with others in the work setting</td>
</tr>
<tr>
<td>Learning how to work effectively as a member of a team</td>
</tr>
<tr>
<td>Learning to use a computer for my work-related tasks</td>
</tr>
<tr>
<td>Learning to use a computer for my personal tasks</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Increasing my academic competence</td>
</tr>
<tr>
<td>Learning skills needed specifically for my current or future job</td>
</tr>
<tr>
<td>Enriching my intellectual life</td>
</tr>
<tr>
<td>Identifying the training/skills required for career opportunities that fit my interests/abilities</td>
</tr>
<tr>
<td>Developing self-confidence</td>
</tr>
<tr>
<td>Developing an openness to opinions other than my own</td>
</tr>
<tr>
<td>Learning effective leadership skills</td>
</tr>
<tr>
<td>Communicating with others in the work setting</td>
</tr>
<tr>
<td>Learning how to work effectively as a member of a team</td>
</tr>
<tr>
<td>Learning to use a computer for my personal tasks</td>
</tr>
<tr>
<td>Learning to use a computer for my work-related tasks</td>
</tr>
</tbody>
</table>

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**Figure 71: Faces of the Future, February 2006**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing my academic competence</td>
<td>3.96</td>
<td>3.88</td>
</tr>
<tr>
<td>Learning skills needed specifically for my current or future job</td>
<td>3.76</td>
<td>3.76</td>
</tr>
<tr>
<td>Identifying the training/skills required for career opportunities that fit my interests/abilities</td>
<td>3.58</td>
<td>3.59</td>
</tr>
<tr>
<td>Developing self-confidence</td>
<td>3.51</td>
<td>3.36</td>
</tr>
<tr>
<td>Enriching my intellectual life</td>
<td>3.48</td>
<td>3.55</td>
</tr>
<tr>
<td>Developing an openness to opinion other than my own</td>
<td>3.24</td>
<td>3.11</td>
</tr>
<tr>
<td>Learning effective leadership skills</td>
<td>3.16</td>
<td>3.05</td>
</tr>
<tr>
<td>Communicating with others in the work setting</td>
<td>2.92</td>
<td>2.96</td>
</tr>
<tr>
<td>Learning how to work effectively as a member of a team</td>
<td>2.91</td>
<td>2.90</td>
</tr>
<tr>
<td>Learning to use a computer for my personal tasks</td>
<td>2.70</td>
<td>2.60</td>
</tr>
<tr>
<td>Learning to use a computer for my work-related tasks</td>
<td>2.61</td>
<td>2.54</td>
</tr>
</tbody>
</table>

---

**Figure 72: Faces of the Future, February 2005**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing my academic competence</td>
<td>3.91</td>
<td>3.87</td>
</tr>
<tr>
<td>Learning skills needed specifically for my current or future job</td>
<td>3.90</td>
<td>3.76</td>
</tr>
<tr>
<td>Identifying the training/skills required for career opportunities that fit my interests/abilities</td>
<td>3.63</td>
<td>3.58</td>
</tr>
<tr>
<td>Enriching my intellectual life</td>
<td>3.52</td>
<td>3.55</td>
</tr>
<tr>
<td>Developing self-confidence</td>
<td>3.44</td>
<td>3.37</td>
</tr>
<tr>
<td>Developing an openness to opinions other than my own</td>
<td>3.16</td>
<td>3.12</td>
</tr>
<tr>
<td>Learning effective leadership skills</td>
<td>3.15</td>
<td>3.05</td>
</tr>
<tr>
<td>Communicating with others in the work setting</td>
<td>2.90</td>
<td>2.96</td>
</tr>
<tr>
<td>Learning how to work effectively as a member of a team</td>
<td>2.86</td>
<td>2.90</td>
</tr>
<tr>
<td>Learning to use a computer for my personal tasks</td>
<td>2.67</td>
<td>2.65</td>
</tr>
<tr>
<td>Learning to use a computer for my work-related tasks</td>
<td>2.57</td>
<td>2.59</td>
</tr>
</tbody>
</table>
Figure 73: Faces of the Future, April 2004
Section IV – Current College Experience, Item A: College Experience Contribution To Growth
Contribution Scale: 5=major contribution, 3=moderate contribution, 1=no contribution

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing my academic competence</td>
<td>3.77</td>
<td>3.87</td>
</tr>
<tr>
<td>Learning skills needed specifically for my current or future job</td>
<td>3.61</td>
<td>3.77</td>
</tr>
<tr>
<td>Identifying the training/skills required for career opportunities that fit my interests/abilities</td>
<td>3.38</td>
<td>3.57</td>
</tr>
<tr>
<td>Enriching my intellectual life</td>
<td>3.36</td>
<td>3.54</td>
</tr>
<tr>
<td>Developing self-confidence</td>
<td>3.30</td>
<td>3.37</td>
</tr>
<tr>
<td>Developing an openness to opinions other than my own</td>
<td>3.01</td>
<td>3.09</td>
</tr>
<tr>
<td>Learning effective leadership skills</td>
<td>3.00</td>
<td>3.03</td>
</tr>
<tr>
<td>Learning how to work effectively as a member of a team</td>
<td>2.82</td>
<td>2.88</td>
</tr>
<tr>
<td>Communicating with others in the work setting</td>
<td>2.80</td>
<td>2.94</td>
</tr>
<tr>
<td>Learning to use a computer for my personal tasks</td>
<td>2.65</td>
<td>2.68</td>
</tr>
<tr>
<td>Learning to use a computer for my work-related tasks</td>
<td>2.54</td>
<td>2.61</td>
</tr>
</tbody>
</table>

The top two “Increasing my academic competence” and “Learning skills needed specifically for my current or future job” were consistently at the top through the last five surveys administered. The averages increased from 2004 to 2010 for those choices.

Connors’ Graduate Exit Survey
During the administration of the CAAP test during the Spring 2010 semester, the additional questions in “Block P” were utilized. All students who took the CAAP test during the spring semester responded to the nine additional questions in Block P. Responses to the nine questions are listed below:

Figure 74: Graduates’ Assessment of CSC’s Contribution to Personal Growth
Spring 2010, (N=216)

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Good</th>
<th>Good</th>
<th>Moderate</th>
<th>Little</th>
<th>None</th>
<th>No Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>During my college career at CSC, what was CSC’s contribution to my acquisition of a well-rounded general education?</td>
<td>32.9%</td>
<td>48.6%</td>
<td>13.4%</td>
<td>4.2%</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>During my college career at CSC, what was CSC’s contribution to the development of my intellectual curiosity?</td>
<td>24.1%</td>
<td>46.3%</td>
<td>21.3%</td>
<td>6.9%</td>
<td>0.9%</td>
<td>0.5%</td>
</tr>
<tr>
<td>During my college career at CSC, what was CSC’s contribution to my becoming more willing to change and learn new things?</td>
<td>34.3%</td>
<td>37.0%</td>
<td>19.0%</td>
<td>7.4%</td>
<td>1.9%</td>
<td>0.5%</td>
</tr>
<tr>
<td>During my college career at CSC, what was CSC’s contribution to my ability to think critically?</td>
<td>25.0%</td>
<td>44.9%</td>
<td>22.7%</td>
<td>6.0%</td>
<td>0.9%</td>
<td>0.5%</td>
</tr>
<tr>
<td>During my college career at CSC, that was CSC’s contribution to by global awareness (an appreciation of interconnected world-wide)</td>
<td>15.3%</td>
<td>36.1%</td>
<td>29.2%</td>
<td>12.5%</td>
<td>5.1%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>
Connors Degrees Conferred

CSC degrees conferred for the five-year time frame 2003-08 are shown below. The academic year 2008-09 is also included but it only contains Summer and Fall data. Evidence is in the Resource Room.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AGEQ</td>
<td>AAS</td>
<td>4</td>
<td>2</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>AGEQ</td>
<td>CERT</td>
<td>5</td>
<td>0</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>AGRI</td>
<td>AS</td>
<td>14</td>
<td>19</td>
<td>17</td>
<td>12</td>
<td>20</td>
<td>20</td>
<td>102</td>
</tr>
<tr>
<td>ARLT</td>
<td>AAS</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>ATEC</td>
<td>AAS</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>BACT</td>
<td>AS</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>BADM</td>
<td>AS</td>
<td>27</td>
<td>34</td>
<td>43</td>
<td>40</td>
<td>22</td>
<td>44</td>
<td>210</td>
</tr>
<tr>
<td>BIOL</td>
<td>AS</td>
<td>9</td>
<td>21</td>
<td>46</td>
<td>22</td>
<td>16</td>
<td>13</td>
<td>127</td>
</tr>
<tr>
<td>CCAD</td>
<td>AAS</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>CHDV</td>
<td>AS</td>
<td>9</td>
<td>11</td>
<td>14</td>
<td>10</td>
<td>5</td>
<td>12</td>
<td>61</td>
</tr>
<tr>
<td>CHDV</td>
<td>CERT</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>CHDV</td>
<td>CM</td>
<td>0</td>
<td>1</td>
<td>21</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>CIS</td>
<td>AS</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>CJPS</td>
<td>AAS</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CJPS</td>
<td>AS</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>ENGL</td>
<td>AA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>FA</td>
<td>AA</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>GEST</td>
<td>AA</td>
<td>104</td>
<td>81</td>
<td>100</td>
<td>98</td>
<td>75</td>
<td>79</td>
<td>537</td>
</tr>
</tbody>
</table>

During my college career at CSC, what was CSC’s contribution to my becoming a more effective member in a multicultural society?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.3%</td>
<td>38.9%</td>
<td>23.6%</td>
<td>11.1%</td>
<td>4.6%</td>
<td>0.5%</td>
<td></td>
</tr>
</tbody>
</table>

During my college career at CSC, what was CSC’s contribution to my practicing responsible citizenship?

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25.9%</td>
<td>42.6%</td>
<td>19.4%</td>
<td>6.5%</td>
<td>4.6%</td>
<td>0.9%</td>
<td></td>
</tr>
</tbody>
</table>

During my college career at CSC, what was CSC’s contribution to my setting long term life goals?

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39.4%</td>
<td>37.0%</td>
<td>14.8%</td>
<td>5.1%</td>
<td>3.2%</td>
<td>0.5%</td>
<td></td>
</tr>
</tbody>
</table>

During my college career at CSC, what was CSC’s contribution to my becoming committed to a lifetime of learning?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36.6%</td>
<td>37.0%</td>
<td>17.6%</td>
<td>5.6%</td>
<td>2.3%</td>
<td>0.9%</td>
<td></td>
</tr>
</tbody>
</table>
Transfer Rates and Trends for Connors’ Students

The goal of many of Connors’ students is transferring to another institution. Although it is not possible to track many of the students, particularly those in online programs and those in the Armed Forces, students that transfer to other institutions within Oklahoma can be followed throughout their academic career. The OSRHE maintains a large database and analyzes this information.

In Oklahoma, from 2002-03 to 2006-07, the percentage of students who began as degree-seeking freshmen in community colleges and transferred to public research or regional institutions within six years increased slightly from 35.3 percent to 36.0 percent. The OSRHE represents all the available data available to this point. Evidence is found in Resource Room.

The following statistics of Connors’ students who attended higher education within the State of Oklahoma are as follows:

- From the years 1999-2007, 1.1 percent of all CSC students have one-year certificates; 17.7 percent have associate degrees; 10.3 percent have bachelor’s degrees; and 0.72 percent have master’s degrees.

The above statistics pertain only to students who attended higher education within Oklahoma. No data has been collected for students transferring to out-of-state institutions. In addition, from the years 1999-2007, the following statistics pertain to Connors’ students receiving Associate Degrees:

- 26.1 percent of all associate degrees attained a bachelor’s degree, and 1.3 percent of all associate degrees attained a master’s degree. (Evidence is in Resource Room.)
**Student Transfer Activity**
The following chart (Figure 76) from the OSRHE describes the transfer of the Fall 2005-06 degree-seeking freshman cohort as of Spring 2008.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>From other Public Institutions</th>
<th>To other Public Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>OU</td>
<td>379</td>
<td>463</td>
</tr>
<tr>
<td>OSU</td>
<td>551</td>
<td>514</td>
</tr>
<tr>
<td>UCO</td>
<td>587</td>
<td>746</td>
</tr>
<tr>
<td>ECU</td>
<td>106</td>
<td>133</td>
</tr>
<tr>
<td>NSU</td>
<td>204</td>
<td>220</td>
</tr>
<tr>
<td>NWOSU</td>
<td>44</td>
<td>52</td>
</tr>
<tr>
<td>SEOSU</td>
<td>90</td>
<td>92</td>
</tr>
<tr>
<td>SWOSU</td>
<td>161</td>
<td>148</td>
</tr>
<tr>
<td>CU</td>
<td>107</td>
<td>96</td>
</tr>
<tr>
<td>LU</td>
<td>121</td>
<td>71</td>
</tr>
<tr>
<td>USAO</td>
<td>62</td>
<td>44</td>
</tr>
<tr>
<td>OPSU</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>CSC</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>EOSC</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>MSC</td>
<td>61</td>
<td>78</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>108</td>
<td>29</td>
</tr>
<tr>
<td>NOC</td>
<td>273</td>
<td>248</td>
</tr>
<tr>
<td>ROGERS</td>
<td>138</td>
<td>140</td>
</tr>
<tr>
<td>TCC</td>
<td>288</td>
<td>475</td>
</tr>
<tr>
<td>OSUOKC</td>
<td>224</td>
<td>354</td>
</tr>
<tr>
<td>OSUIT</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>OUHSC</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>OSUCHS</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>WOSC</td>
<td>37</td>
<td>41</td>
</tr>
<tr>
<td>RCC</td>
<td>81</td>
<td>90</td>
</tr>
<tr>
<td>CASC</td>
<td>151</td>
<td>54</td>
</tr>
<tr>
<td>SAYRE</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>SSC</td>
<td>122</td>
<td>56</td>
</tr>
<tr>
<td>ROSE</td>
<td>492</td>
<td>392</td>
</tr>
<tr>
<td>OCCC</td>
<td>712</td>
<td>533</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5374</strong></td>
<td><strong>5368</strong></td>
</tr>
</tbody>
</table>
According to the IPEDS website, the Fall 2007 to Fall 2008 first-time freshmen full-time retention rate for CSC was 52 percent and for part-time students, 38 percent. Approximately 78 percent of the entering student enrollment was first-time freshmen. The overall graduation rate was 22 percent and the transfer out rate was 19 percent. (http://nces.ed.gov/collegenavigator/?q=connors+state+college&s=OK&zc=74469&zd=0&of =3&l=3&ct=1&id=206996).

CORE COMPONENT - 4C

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Connors strives to assist students with their personal and intellectual development, as well as welcoming diversity, encouraging lifelong learning, and preparing students to compete in today’s society. These tasks are accomplished through programs in general education, natural and social sciences, business and technology, fine arts, and degree programs. Connors has solid policies and procedures to assess the relevance of the curricula for students who live and work in an increasingly global, diverse, and technological society. This evidence is compiled in the following ways:

- Academic service learning
- Advisory boards
- Integration of technology on campus
- Academic Program reviews

1) Regular academic program reviews include attention to currency and relevance of courses and programs.

Patterns of Evidence:

- Oklahoma State Regents for Higher Education Policy and Procedures Manual, Chapter 3: Academic Affairs
- Curriculum Committee
- Advisory Committees
- Program Review Committee

The process for academic program review is defined by the OSRHE in the Oklahoma State Regents for Higher Education Policy and Procedures Manual (Chapter 3, pp. 73-81). Criteria for the review include:

- Centrality of the Program to the Institution's Mission
  - Vitality of the Program
    - Quality indicators
    - Demand for the Program
    - Effective Use of Program Resources
  - Uniqueness of the Program
The content of the review is also structured, including such information as program objectives. (Note: The academic program review policy is currently under review by the Council of Instruction composed of all public colleges and universities’ academic officers. It will be modified, with possible implementation in Fall 2011.)

All programs in the State System are scheduled for review on a five-year cycle. Changes in the schedule may occur if programs do not meet the following OSRHE minimum productivity standards:

- Graduates
  - Associate in Arts and Associate in Science - 5
  - Associate in Applied Science - 5
- Majors Enrolled:
  - Associate in Arts and Associate in Science - 25.0 head count
  - Associate in Applied Science - 17.5 head count

Reviews are submitted to the OSRHE Chancellor’s Office and evaluated by staff members. Additional information may be requested. Staff completes an information report for the Oklahoma State Regents, who make the final approval decision. This process ensures timely review, specific criteria for review, and an outline for the review. It also provides another level of quality assurance for Oklahoma State System colleges and universities.

**Curriculum Committee**

The Curriculum Committee, comprised of members of the faculty and the division chairs, is charged with maintaining the integrity of courses and programs provided by Connors. The committee meets on an as-needed basis to address the following issues:

- Existing course revisions.
- Existing program modifications.
- New course requests.
- New program approval.

The committee strives to ensure that course updates are completed in a timely fashion to facilitate publishing of semester class schedules and the catalog. To assist this process, a program revision form from the OSHRE is completed. This process is streamlined to ensure that information needed by the committee is provided and all appropriate entities are notified. The committee is also concerned with developing a satisfactory rotation schedule for courses.

Agendas and minutes for these committee meetings are archived in the Executive Vice President’s office. The Executive Vice-President takes the actions approved in committee meetings and submits them to the Academic Council for review and approval. If the Academic Council approves the request, the President submits the requests to the institution’s governing board, the OSU/A&M Board of Regents. If approved, the requests then are submitted to the OSRHE, the final level of approval.
Advisory Committees
Connors is committed to continual assessment and evaluation of how well programs meet community needs. Advisory committees are established and active for all Associate in Applied Science degree programs. Advisory committees may consist of a wide range of constituents including former students, current students, business and industry representatives, and other educational partners. These committees advise Connors concerning curriculum, equipment, faculty, and facilities. Committee meetings are held typically once or twice a year, so that recommended course/degree program changes can be made through the curriculum committee prior to the release of the new catalog.

2) In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.
6) Faculty expects students to master the knowledge and skills necessary for independent learning in programs of applied practice.

Connors integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop attitudes and skills requisite for a life of learning in a diverse society.

Patterns of Evidence:
- Master Syllabi
- Academic Assessment of Student Learning
- Displays and Lectures
- Internships/Field Experiences

Master Syllabi
A master syllabus has been developed for each course taught at Connors. The master syllabus includes the course description, learning outcomes, course competencies, and course requirements and has been submitted to the appropriate academic dean. These syllabi reflect Connors’ emphasis on the practical use of knowledge. Some examples are as follows:

- **Biol 1113 - Introduction to Environmental Science:** Methods of presentation will include lecture, class discussion, multimedia, video and field trips to provide students with the necessary background for understanding our environment and how we, as humans, affect it.

- **Nurs 1223 - Adaptations of the Family Practicum:** Requires students to provide case studies performed at local hospitals, as assigned by the instructors. The students also receive a mid-term evaluation and final evaluation from their instructor.

**CJPS 2303 - FBI Procedures (Special Topics):** Incorporates the use of PowerPoint presentations, guest speakers, and field trips to provide a history of FBI, while also providing students with examples of criminal procedures, internal investigations, employment rights and standards, ethics, and public corruption. Conflict resolution and stress management issues are also discussed.
- **NURS 2302 - Lab and Diagnostic Studies**: Incorporates the technological use of WebCT by requiring students to develop computer skills to post assignments and tests from topics such as blood testing, microscopic testing, and ultrasound studies.

**Academic Assessment of Student Learning**

Full-time and adjunct faculty members participate in the assessment process, which includes gathering data and making evaluations to ensure that academic requirements are relevant, valid, and skill-appropriate. The faculty members also prepare course improvement plans and an annual Project Management Report as part of the assessment and budget cycle. Connors also has an Assessment Committee that discusses changes that could be made to improve assessment.

**Displays and Lectures**

Connors enhances instruction and general education by offering displays and lectures on a variety of topics, including the following:

- Culture awareness displays
- Historical topics and displays
- Information literacy
- Readers’ theater
- Storytelling from authors

**Internships/Field Experiences**

Several departments/programs incorporate field experiences or other practical applications into programs to assess students’ learning outcomes from those experiences. Examples include:

- The Livestock Judging Team participates in various judging of livestock shows and events.
- Agricultural students volunteer to work the show rings at Tulsa State Fair and several Country Livestock shows every year.
- Agricultural students work at the Tulsa State Fair each fall collecting specimens from animals for testing.
- Horticultural students designed city entrance landscaped signs at the request of the Warner Chamber of Commerce.
- Horticultural students plant and weed beds on the Connors Warner campus.
- Science students judge presentations at the annual Regional Science Fair.
- The Environmental Science Club counts endangered woodpeckers every year.
- Through practicums, nursing students participate in real-life scenarios at hospitals.
- Child Development students participate in ongoing day-to-day scenarios with children of various ages and backgrounds.

3) **Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.**
Patterns of Evidence:
- Annual Student Assessment Report

Annual Student Assessment Report
The Annual Student Assessment Report is a report that is prepared each year and submitted to the OSRHE. The annual report documents student progress in many areas including entry-level assessment, student success in both remedial and college-level courses, general education assessment, program-level assessment, and student satisfaction. The report documents achievement as students are tracked through courses at Connors as well as tracking their progress at other institutions following graduation.

The annual assessment reports from academic years 2004-05 through 2008-09 are on file in the Resource Room.

4) Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Patterns of Evidence:
- Advisory Committees
- Oklahoma State Regents’ Course Equivalency Project
- Professional and Community Involvement
- Articulation Agreements

Advisory Committees
A vital link in the development of viable occupational programs continues to be the input received from businesses and industries in Connors’ primary service area. Technical Programs Advisory Committees provide that communication link. Specific activities of the Technical Programs Advisory Committees and meeting minutes are available in the Resource Room. Technical Programs Advisory Committees include the following:
- Administrative Office Technology with Technology Centers, such as Indian Capital Technology Center
- Ag-Equine Technology
- Business and Industry Technology
- Child Development
- Nursing

Oklahoma State Regents’ Course Equivalency Project
The OSHRE Course Equivalency Project (CEP) is a postsecondary education resource service that provides course equivalency information to facilitate student transfer within the state system of higher education. The database contains faculty-generated course equivalency information for hundreds of courses offered at public institutions in Oklahoma.

Credit for a course within a group can be transferred to any system institution which sponsors a course in that group. Faculty curriculum transfer committees representing all system
institutions establish the common course content descriptions for their disciplines, and Connors participates annually in the curriculum transfer committees.

**Professional and Community Involvement**

Many of the faculty and staff are involved in committees, advisory boards, projects, and presentations related to their positions, allowing instructors to remain current in the field. Examples include the following:

- Dr. Gary Grady was awarded the 2008 “Oklahoma State Faculty Award” by the Oklahoma Global Education Consortium for developing a teaching component he uses in his Introductory Psychology courses entitled “It Takes a Global Village to Raise a Psychologist.” He presented his information at the Global Education Conference held in Tulsa and at the Southwest Teachers of Psychology Conference held at Texas Wesleyan University in Ft. Worth, TX in 2008.
- Three Nursing instructors (Sue Evans, Robbi Cowan and Susan Lybarger) continued to teach the RN Review for Kaplan.
- Jan Jobey’s Child Development Peer Coaching Program won the “Exceptional Program for Credit” award from the Great Plains Region of the Association for Continuing Higher Education.
- Kimberly Phillips and Jan Jobey presented at the OACC Conference held in March of this year. The title was “Peer Coaching and Service Learning: Speaking with One Voice to Enhance Community and Student Relations”.
- The Scholars for Excellence in Child Care Program was selected as one of three sites in Oklahoma for a pilot Mentoring Program.
- Athletic Director/Men’s Basketball Coach Bill Muse was honored as District 2 Coach of the Year.
- Women’s Basketball Coach John “Eddie” Kite was named 2008-09 Bi-State Conference Coach of the Year and Region II Coach of the Year.
- Baseball Coach Perry Keith was named to the NJCAA Baseball Hall of Fame, and his jersey retired.
- Art/Humanities instructor, Ms. Dianne Haralson, presented an exhibit of her own art “The Futility of Seeing Purpose and Order in an Accidental Universe” at the Southwestern Division of the Community College Humanities Association Conference.
- The 2008-09 CSC Creative Teacher of the Year was Ms. Jan Jobey, Child Development, honored at the 2009 Northeastern State University Teaching and Learning Conference, Tahlequah, OK.
- One of the top 2009 Oklahoma Association of Community Colleges GIFT (Great Ideas for Teaching) Award winners was Ms. Linda Havellana, reading and English faculty member. She was honored at the 2009 annual conference in Oklahoma City.
- Ms. Margaret Rigney, Director of the Library has served several terms on the Eastern Oklahoma District Library Board of Trustees and has held several positions on the Board including Vice-Chair and Chair. She currently serves on the Jim Lucas Checotah Public Library’s Board.
Articulation Agreements
Connors has formal articulation agreements with universities in particular areas of study. Articulation agreements are useful when advising students concerning the appropriate courses that will transfer for credit at the university level toward a bachelor’s degree. Development of these agreements also enables Connors to plan coursework and programs. (A complete list of articulation agreements is located in the HLC Resource Room).

5) The organization supports creation and use of scholarship by students in keeping with its mission.

Patterns of Evidence:
- Phi Theta Kappa
- The Collegian Newsletter
- Art Displays

Phi Theta Kappa
Connors has an active chapter of Phi Theta Kappa, the international academic honor society for two-year colleges. According to the guidelines set out by Phi Theta Kappa:

The purpose of Phi Theta Kappa shall be to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa shall provide opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.

To be eligible for membership in Connors’ Mu Chi Chapter of Phi Theta Kappa, a student must be currently enrolled and have:
- Completed at least 12 credit hours.
- Achieved a grade point average of 3.5 or higher.
- Established academic excellence as judged by the faculty.
- Good moral character and possess recognized qualities of citizenship.

In 2010, two Mu Chi members became part of the All Oklahoma Academic Team and were nominated for the All USA Today Academic Team.

The Collegian Newsletter
To encourage excellence in writing, photography and art, the journalism class publishes the student newsletter the Collegian four times a year. The Collegian was first published in 1927 and has undergone several revisions in its 83 years of existence. (Copies of the Collegians may be found in the Resource Room).

Art Displays
At the end of each semester the Muskogee Campus art students display their work at the Three Rivers Port Campus. The Fall semester includes individual works, with some pieces
for sale. The Spring semester features a cooperative piece, which is saved and on permanent display at the Port Campus.

7) The organization provides curricular and co-curricular opportunities that promote social responsibility.

Patterns of Evidence:
- Charitable Activities
- Civic and Cultural Awareness

Connors understands the importance of social responsibility and encourages student participation in charitable activities and civic and cultural awareness.

Charitable Activities
- Connors’ baseball team conducted a food drive in conjunction with Lake Country Chevrolet for Muskogee County.
- Faculty, staff and students participate in the Muskogee County Relay for Life.
- Connors has had several blood drives on our campuses.
- Students have participated in the Warmth for Winter (Children’s coats and gloves for DHS).
- Ag students serve a meal at the Muskogee County Spring Livestock show annually.
- Nursing freshman conduct a food drive and give the proceeds to a local church and daycare.
- Children’s Art Show/Silent Auction was held to raise money for the Child Development Foundation.
- Phi Theta Kappa sponsored a Bears and Book Drive, with items collected distributed to local foster care home.

Civic and Cultural Awareness
- Connors participates in Trunks for Treats for Checotah, OK.
- Connors participates at the annual Warner Cow Chip Day.
- Connors has a float in the City of Muskogee Christmas Parade.
- Aggie Club, Math and Science Club members and PTK students have a paper drive for recycling.
- The Aggie Club conducts petting zoos for nursing students and for pre-K groups.
- Connors has a booth at the Annual Chili Cook Off in Muskogee.
- Connors’ faculty and staff members volunteer at the City of Muskogee Azalea Park Parade of Lights.
- The Basketball team acknowledges Breast Cancer Awareness by wearing pink in October.
- The Livestock judging team goes to elementary schools and local nursing homes to give presentations on agriculture.
- Connors sponsored a Breast Cancer Awareness Week for students.
- The Aggie Club hosted a regional livestock show for FFA and 4-H groups.
- PBL (Business Club) supported the March of Dimes by selling stuffed bears.
• PTK participated in the Better World Book drive.
• PTK participated in Malloween at the Muskogee Arrowhead Mall, Muskogee.
• Nursing students donate to Blue Star Mothers.
• Nursing students plant a garden at the local Boys Home.
• Nursing students donate food baskets for Thanksgiving for fellow nursing students who are struggling with financial issues.
• Nursing students donate food to the local Food Bank.
• Nursing students donate money to the local Crisis Center.
• President Nero read books to children at a local daycare in honor of the Week of the Young Child.
• The Child Development Program sponsored a book drive, where books were donated to a local daycare in need.
• The Child Development Program sponsored a Free Children’s concert celebrating Connors’ Centennial.
• Connors’ Drama Club performed a Children’s Literary drama for the Week of the Young Child.
• A Toy Drive was held for the Women in Safe Home (WISH) Shelter.
• CSC sponsored a Family Fun Night celebrating children and their families for Family week. Faculty, staff, and students donated items for the fun night.
• Connors assists in managing and participates in the Regional Science Fair annually.
• Students clean up trash from Connors’ campuses.

Core Component – 4D

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

1) The organization’s academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

Patterns of Evidence:
• College Catalog and Employee Handbook
• Trio Grants

Given that Connors is a learning-centered institution, its budget supports the faculty and staff in academic and student support programs. Connors has several programs in place to aid students in their achievement of knowledge.

College Catalog and Employee Handbook
Connors seeks to offer a relevant, innovative, and sound courses of study (College Catalog). Students are challenged to excel by a well-qualified faculty and a comprehensive curriculum.
The primary educational outcome (*Employee Handbook pg. 29*) is achieved in accordance with the following:

- Identify a system to help meet individual student needs.
- Evaluate student learning and implement appropriate assessment measures.
- Connect Connors State students to available resources and technology.
- Celebrate student success.

**TRIO Grants**

Connors demonstrates support of the development of student skills and attitudes fundamental to responsible use of knowledge at several important levels. Connors participates in three federally-funded TRIO programs: Upward Bound, Veterans’ Upward Bound, and Student Support Services. These programs are designed to develop and enhance skills and attitudes leading to responsible use of knowledge. The programs offer many services for both prospective and current students including academic, career, personal, and financial advising. The goals of these federally-funded programs are to increase area postsecondary attainment rates and to increase the retention rate and graduation rates of its participants.

2) **The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.**

**Patterns of Evidence:**
- Employee Handbook
- Course Syllabi
- Library Policies
- Student Handbook

**Employee Handbook**

The Employee Handbook (p.27) carries a *Code of Ethics* that explains employees must maintain the highest standard of ethical conduct in all transactions. Each employee must sign a loyalty oath that is placed on file with the Human Resources Office. Faculty responsibilities are listed on page 29 of the Employee Handbook.

**Course Syllabi**

A review of syllabi shows a consistency of commitment by the faculty for the students’ responsible use of knowledge. The syllabi are distributed and reviewed during the first class session. These syllabi include; but are not limited to, the following: Connors’ mission statement, course description, class and lab requirements, course objectives, required materials, textbook and supplemental materials, methods of instruction, ADA statement, attendance policy, academic dishonesty policy, grading and testing procedures, evaluation methods, classroom and lab procedures, make-up policy for assignments and exams, classroom assessment techniques, prerequisites, students’ personal responsibilities, portfolio/capstone/lab requirements, research and writing criteria, off-campus observations and field trips, bad weather policy, office hours/location, and instructor contact information.
Library Policies
Connors library upholds the code of conduct set forth by the American Library Association, which can be viewed at http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm.

Student Handbook
The Student Handbook contains a Student Code of Conduct beginning on page 47 and the Student’s Bill of Rights and Responsibilities on page 62.

3) The organization encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

Patterns of Evidence:
• Service Learning

Service Learning
Connors encourages the use of service learning in the classroom to promote social responsibility. Service learning opportunities are offered by individual instructors in various classes. Some instructors offer service learning as a class option in lieu of writing a research paper. Contact has been made with public schools to assess their needs for classroom service learning experiences.

4) The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

Patterns of Evidence:
• Research Proposal Approval Process

Research Proposal Approval Process
Connors, not being a research institution, has limited research needs. In instances where research is requested, the project is evaluated through the President’s office.

The process for obtaining approval for conducting research by internal or external constituents has recently been approved by the Academic Council and the Cabinet. This research process outline is brief enough to encourage research, but sufficient to define the procedure. Persons who request to conduct research must submit a form to the President’s office for review and the decision on approval. Approved researchers are also requested to provide a copy of their final report/paper. Copies are included in the Resource Room.

5) The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

Patterns of Evidence:
• Computer/Network/Lab Use Policies
• Student Handbook
• Faculty and Staff Handbook
• Adjunct Faculty Handbook
Computer/Network/Lab Use Policies
The Student Handbook contains codes of conduct that clearly address cheating, plagiarism, electronic data theft, or fraud related to the instructional process of the College.

Student Handbook
Connors’ Student Handbook, pages 9-20, also outlines the College’s computer services technology policies and procedures. It gives information on every aspect of computer and lab usage, as well as discipline procedures for misuse.

Faculty/Staff and Adjunct Handbook
Technology policies and procedures are covered on pages 45-53 in the Faculty/Staff Handbook. Each faculty and staff member must sign a form stating that they read and understood the Handbook. The policies are also included in the Adjunct Faculty Handbook.

Strengths:
- Connors participates in the HLC Academy for the Assessment of Student Learning. The first project is review and revision of the general education objectives and assessment of student learning in general education.
- Connors provides a variety of programs, services, and opportunities for engagement to support students, faculty, and staff.
- The College’s allocation of financial resources demonstrates its commitment to support students, faculty, and staff.
- Established policies and procedures ensure ethical conduct by students, faculty and staff as they discover and apply knowledge responsibly.
- Professional development opportunities are offered to support faculty and staff.
- The institution shows evidence of incorporating global, diverse, and technological changes in its curriculum and new program development directions.

Challenges:
- CSC should complete the assessment of student learning project in General Education during the 2010-11 academic year to be able to move to the next project in Developmental Education.
- CSC should continue to identify professional development funding sources and opportunities for faculty and staff.
- CSC should continue to identify additional funding sources to deal with declining resources from the State of Oklahoma.
- Publicity to external constituents could be improved to raise more awareness of the College and of the many student/faculty awards and activities.
Criterion 5: Engagement and Service

Core Component - 5A

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

1) The organization’s commitments are shaped by its mission and its capacity to support those commitments.

Patterns of Evidence:
- Mission document
- Strategic Plan
- Continuing Education
- Occupational and Professional Education
- Business Incubator
- Fitness Center and Water Exercise

Mission Statement
The mission of Connors State College is to continuously provide affordable, accessible and effective learning environments for the lifelong educational needs of the diverse communities it serves. Connors fulfills this mission through:

- College and University Transfer Function
- General Education
- Developmental Education
- Continuing Education
- Occupational and Professional Education
- Student Development Services
- Workforce/Economic Development for a Global Society

Strategic Plan
In 2006-07, Connors conducted a SWOT analysis on all phases of the College. As a result, a Strategic Plan was developed for improvement of CSC. Each year Project Management proposals are prepared based on the Strategic Plan and the College’s budget is aligned to the Plan. Yearly, the President’s Cabinet updates and revises the Strategic Plan as appropriate. The Strategic plan is the guideline for all expenditures at Connors.
Continuing Education
Faculty and staff make suggestions for new course offerings in the continuing education schedule. An example is the psychology faculty member who felt that a topic “How to Help Your Friend” would be timely because of students who had experienced the loss of friends and loved ones.

Continuing education classes are scheduled each fall and spring semester. Sometimes there are a few offerings in the summer session. Examples of disciplines offering continuing education classes include agriculture, business, child development, nursing, psychology, sociology, and education.

Occupational and Professional Education
Some of the most recent occupational and professional education experiences are the result of a cooperative venture with Connors Development Foundation and the Kerr Center for Sustainable Agriculture in Poteau, OK. During the past three years the venture has resulted in workshops held at CSC on topics such as, “Growing for Local Markets,” and “Natural Livestock Production, Care and Marketing.”

Business Incubator
Connors has a Memorandum of Understanding with Rural Enterprises of Oklahoma to create jobs in rural Oklahoma. Office space is available for various start-up enterprises. Currently Connors has one tenant who works as a grants writer for USDA projects.

Fitness Center and Water Exercise
Connors provides community outreach activities in several ways. At the Warner Campus water exercise classes, for example, are popular with area senior citizens who enroll and attend class every semester.

Criterion 5 committee members collected information about various facets of Connors in order to better address the requirements of the criterion. Information requests were sent to college faculty and staff who serve both internal and external constituents. Data collected included who was served, how needs were identified, how programs were evaluated, and how services were improved based on evaluations.

The information collected shows that the staff in each unique program is knowledgeable about their constituents and utilize techniques appropriate to evaluate the needs of the constituents and make positive needed changes to better serve those constituents. Approximately thirty information requests are in evidence to support criteria component 5-A.
Core Component - 5B

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Patterns of Evidence:
- Grant Programs
- Community Events and Services
- Technology

Grant Programs

Scholars for Excellence in Child Care
The Scholars for Excellence in Child Care (Scholars) program was implemented in 2000. The mission of the Scholars program involved ensuring, “that eligible child care professionals in the state of Oklahoma will have an opportunity to attend a two-year college to further their education while earning a Child Development Associate (CDA) Credential, Certificate of Mastery, Director’s Certificate of Completion or Mastery, and/or an Associate Degree in Child Development or Early Childhood Education.”

These scholarships enable child care providers to improve their skills through education, receive an educational stipend and continue the availability of quality child care in local communities. The Scholars program maintains a caseload of around fifty students that attend class each semester. These fifty students, it is estimated, impact over 400 children in area communities each semester.

FOCUS Program

The FOCUS Program is a culmination of efforts provided by Connors and Indian Capital Technology Center to prepare TANF recipients for success in the work environment. Students are able to research and explore career possibilities and receive structured guidance prior to deciding what training they would like to pursue. Activities such as program- and job-shadowing assist in narrowing career interests.

Muskogee and Wagoner County FOCUS participants meet at Connors’ Port Campus, located at 2501 North 41st Street East, and at Indian Capital Technology Center Muskogee Campus, located at 2403 North 41st Street East. Cherokee County participants meet at the satellite classroom in Tahlequah, located at 1217 Park Hill Road.

FOCUS participants meet Monday-Friday, twelve months a year excluding most federal holidays. Muskogee and Wagoner counties participants are required to be at FOCUS training 35 hours per week during the hours of 8:00 am - 3:00 pm daily. Cherokee County participants are required to be in training from 8:00am – 3:30pm daily. FOCUS participants work on the following skills during their training period.

- **Academic Skills** - Students can improve their basic academic skills like writing, vocabulary, and math while progressing through the program’s core curriculum. This aids in a fluid transition into their desired technical training component.
Life Skills - Often, life skills are a predictor of success in the workplace. The FOCUS program acknowledges this fact and provides training in areas like budgeting, nutrition, personal appearance and problem solving to help insure workplace stability.

Technical Training - Numerous technical training programs are available with varied formats. These include a college certificate program, full-time technical and short-term technical courses and programs.

Job Placement - Once a student completes her/his training component, staff assist in the employment process. This includes assistance with résumé writing, interview skills, job search, and transportation, if needed.

TRIO Programs

Student Support Services (SSS)
Student Support Services is a federally-funded program designed to provide opportunities for academic development, to assist students with their basic college requirements and to motivate students toward a successful completion of their higher education goals. Connors’ SSS program provides tutoring in basic skills and other subjects; academic advisement, financial aid application and scholarship preparation, and assistance in the application and obtaining of financial aid for enrollment in four-year programs. Connors’ SSS program also provides cultural experiences, field trips to four-year colleges and other educational activities for program participants.

Veterans Upward Bound (VUB)
VUB is designed to motivate and assist veterans in the development of academic and other requisite skills for acceptance and success in postsecondary education. Connors’ VUB program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in core subjects. The primary goal of the program is to increase the number of participants who enroll in and complete postsecondary education programs.

Connors’ Veterans’ Upward Bound program provides the following free services to eligible participants:
- Career, Financial Aid, and Academic Guidance
- Information on College and Technical Schools
- Study Skills Development
- Short-Term Refresher Courses and Tutoring
- College Preparation Instruction
- Remedial instruction from basic math through algebra, English grammar, composition and reading.

Upward Bound Program (UB)
Connors’ Upward Bound program is one of the longest continuing UB programs in the country having begun in 1976 with the first grant application. As such, it is in the top five percent of all of the existing UB programs in the nation. The UB program serves low-income
high school students from families in which neither parent holds a postsecondary degree. UB’s target high schools include one urban and four rural high schools in Muskogee and McIntosh Counties – Muskogee, Porum, Warner, Webbers Falls and Checotah.

Connors’ UB program helps motivate high school students to finish high school and obtain a postsecondary degree. It does so by providing an annual six-week summer residential component on the Warner Campus and an academic component comprised of thirty-two weekly meetings per academic year at each target high school.

Field trips to university, college and technical school campuses as well as to educational, recreational and cultural events provide students with experiences that broaden their worldview. Guest speakers serve as role models and mentors during both the summer and academic components of Connors’ UB program.

**Community Events & Services**

**Bull Test**
The Bull Test was established in 1962 and maintains the only facility of its kind in Eastern Oklahoma. The purpose of the Bull Test is to maximize the growth potential of the animals based on current research in animal nutrition. The bulls are consigned to the College by their owners. It is not unusual for bulls on this program to average daily weight gains of 4 pounds per day. Bulls are weighed every 28 days to measure growth, but their diet is not modified. The diet is also designed to provide all the nutrients needed so the bulls’ growth genetics can be expressed. The bulls sold should improve the genetics of their offspring by producing faster growing, heavier weighing calves.

At the end of the test period, the top 70 percent of the bulls are sold. The remaining 30 percent return to their original owners. Bulls that have been in the test typically gain more weight than would be anticipated for the average bull, yielding about $500 above the average price for a bull.

Over 6,300 bulls have been tested at Connors since 1962. Demand continues to be strong, with consignment requests typically reaching 130 to 150 bulls per test, with only 100 accepted. Breeders come from Oklahoma, Texas, Kansas, and Arkansas, but approximately 90% of the bulls are sold within a hundred mile radius of Warner. The tests provide not only a direct economic impact, but also provide nutritional information for owners.

The Bull Test program also serves as an educational experience for students. The fall test is utilized as a teaching tool for the Purebred Livestock Marketing Class. In addition to the students in the marketing class, the Agricultural Judging Team assists with the tests. Each year 90 to 100 agricultural majors participate in the test. Other colleges and universities, such as Oklahoma State University (Stillwater) and Eastern Oklahoma State College (Wilburton), have utilized the tests for classes and laboratories.

**Other Community Events and Services**
Other popular community events and services include the following:
Swimming Pool and Fitness Center (Warner) – Water exercise classes are very popular with area senior citizens many of whom enroll regularly each semester. The Fitness Center is available for use by athletes and to students, staff, faculty and community members for a small fee.

Children’s Concerts – Connors’ Child Development program has held several children’s concerts at the Warner Campus and at Warner Public Schools. Participants come from local child and day care centers. Examples of concerts include Family Week celebrations in November of 2005 and 2006 and the Week of the Young Child celebration in 2008.

Drama Club – Students enrolled in dramatics classes and labs conduct one-act plays each fall and spring semester at the Warner Campus. Often, these plays are also performed at local area elementary schools as well.

Poetry Readings – The Communications and Fine Arts Department annually publishes a collection of students’ poetry and creative writings in a publication called the Kaleidoscope. The Department also holds a Creative Cabaret in April whereby students can read or perform their original works in front of other students, faculty, staff and interested community members.

Horticulture Workshops – Agriculture’s Horticulture Department holds several popular events of community interest - workshops on flower arranging and the making of holiday season centerpieces; the annual spring plant sale; continuing education classes and workshops; and, the poinsettia sale.

The flower arranging workshops are popular with both on-campus and off campus constituencies. Up to four workshops will be scheduled during one day and all sessions quickly fill to capacity. Continuing education classes and workshops cover topics such as vegetable production, residential landscaping, native plants, cacti and succulent plants.

The spring plant sale brings in area residents from all over Connors’ primary service area. Plants available include hanging flowering and ornamental baskets, vegetable plants and fruit trees, ornamental shrubs and trees, border and bedding plants.

During the Thanksgiving/Christmas season, the Department sells poinsettia plants. The plants aren’t limited to the usual red varieties but include the more unusual colors and varieties such as pink, peach, white, striped, orange and multi-colored plants.

Ag/Equine – Equine students participate in popular community horsemanship and riding classes during the fall semester. As part of the equine curriculum, students train horses for their owners.

Technology
Connors offers Instructional Television (ITV), online and blended courses to maximize faculty resources and to increase enrollment at all campuses. Courses offered through ITV increased from 62 course offerings in 2007-08 to 80 in 2008-09. The ITV enrollment increased from 1,554 in 2007-08 to 2,100 in 2008-09. Enrollment also increased in the online and blended courses from 921 in 2007-08 to 1,525 in 2008-09.
For the 2008-09 year (not including summer), the summary of ITV, blended, and online courses, sections, and enrollments (duplicated) includes the following:

- 80 ITV Courses
- 163 ITV sections
- 9 ITV sections went to area high schools for concurrent enrollments
- 2,100 duplicated enrollments in ITV courses
- 489 hours in ITV courses, or 6,300 man hours
- 80 online and blended courses
- 84 sections of online and blended courses
- 1,525 duplicated enrollments in online and blended courses
- 240 hours in online and blended courses

Connors’ Distance Education program is comprised of ITV and online course offerings. ITV consists of five fully-functional rooms at the Warner campus paired with five fully functional rooms at the Muskogee Port Campus. These ten rooms are the primary ITV rooms and are used to connect courses between campuses as well as off-campus sites such as high schools and other institutions. Two additional ITV rooms were added in 2008-09. In addition, all ITV rooms have been updated within the last two years with new equipment and furniture.
(Source: Distance Education Specialist’s Records available in Resource Room)

Core Component - 5C

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

1) Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K-12 Institutions, Career Technology Centers, 2+2 programs).

Patterns of Evidence:
- Oklahoma State Regents for Higher Education Policy and Procedures Manual, Chapter 3: Academic Affairs
- Cooperative Alliance with Career Technology Center
- Cooperative Ventures with K-12 Institutions
- Articulation Agreements/2+2 Programs

Cooperative Alliances with Career Technology Centers
According to the Oklahoma State Regents for Higher Education, “Cooperative alliances are voluntary partnerships between AAS degree-granting institutions and technology centers to allow qualified high school students and adults to earn college credit for certain technical courses reviewed by the higher education partner but taught by the technology center.” (OSRHE Policy Workshop PowerPoint, July 08, 2010).
Policies for the cooperative alliances have been established by the OSRHE (*OSRHE Policy and Procedures Manual, Chapter 3: Academic Affairs*) and the Oklahoma Department of Career and Technology Education. All cooperative alliances have to be approved by institutional boards, the OSRHE, and the Oklahoma Department of Career and Technology Education.

CSC has established a cooperative alliance with Indian Capital Technology Center (ICTC). Through this cooperative alliance, students are able to transfer credits for technical courses from Indian Capital Technology Center and earn an associate’s degree from Connors.

Indian Capital Technology Center has sites in Muskogee, Sallisaw, Stilwell, and Tahlequah so students come from those four areas. In Fall 2009 there were 174 ICTC students enrolled in the Cooperative Alliance program. Personnel from Connors and Indian Capital meet annually to review the alliance and the included programs.

**Cooperative Ventures with K-12 Institutions**

CSC has been progressively active in promoting concurrent enrollment for area high school juniors and seniors. The OSRHE tuition waiver program is available to students beginning the summer prior to their senior year in high school. The State Regents also set the minimum levels of criteria for admission and the retention of concurrent students (refer to *OSRHE Policy and Procedures Manual, Chapter 3: Academic Affairs*).

Connors will provide a tuition waiver for the fall and spring semesters of a student’s junior year, granted that the student meets eligibility requirements set by the OSRHE policy and the institution. In 2009-10 approximately 150 students from Muskogee, McIntosh, Wagoner, Haskell, and Sequoyah counties enrolled concurrently in CSC classes.

Each year, Connors provides high school students with various opportunities as they make career and education decisions. One such opportunity is the annual Muskogee Area-Wide College Fair hosted at CSC. Approximately 45 different colleges and universities convene on the Warner Campus. The Fair provides easy access and availability for area high school students to meet and visit with various college and military representatives.

Another opportunity is the annual Connors’ Senior Day. Senior Day gives area high school seniors an opportunity to visit with various departments and organizations directly involved with CSC. As part of the day’s activities, students are given information concerning admissions, academics, scholarships, financial aid, athletics, and housing.

Connors also welcomes four-year institutions to visit any of the three CSC campuses. This gives four-year representatives an opportunity to speak to students concerning transfer and scholarship opportunities.

The TRIO grant programs, such as Upward Bound and Student Support Services, sponsor college transfer trips, college visits, field trips, and various other activities to prepare potential college students and current CSC students with a better understanding of their educational opportunities.
2+2 Programs

Connors currently has articulation/2+2 programs with Northeastern State University (NSU), East Central University (ECU), and the University of Central Oklahoma (UCO).

An example of a Connors 2+2 program with NSU is the Associate in Science Business Administration degree plan composed of 61 total credit hours of which 37 hours are considered General Education Requirements.

The remaining 24 hours (Program Requirements) consist of 12 hours of required business courses and 12 hours chosen between two options - A or B. Option A gives students a list of 1000 and 2000 level business classes to choose from to equal 12 hours. Option B lists only four specific classes that they must complete in order to comply with the 2+2 option. These four classes are as follows:

- BUSN 2133 - Business Law
- BUSN 2143 - Principles of Management
- BUSN 2713 - Principles of Marketing
- BUSN 2733 - Business Statistics

CSC’s 2+2 option will transfer to NSU, benefiting the students by substituting some of the 3000 level business classes that had students not have completed this option would have been required.

The Child Development Program also has articulation agreements with NSU, ECU, and the UCO. By establishing these articulation agreements, CSC students who received TEACH scholarships through the Scholars for Excellence in Child Care Program are eligible to receive the scholarships at the universities if they transfer into the programs included within the articulation agreements.

CSC’s Child Development Program is the first in the state to ink an articulation agreement with NSU’s Early Childhood Education program for a Smart Choice 5 ½ year plan of study. The Early Childhood Education Degree (ECED) Articulation agreement allows students to complete their Associate’s Degree at Connors and count the course CHDV 2533 for NSU’s course 4213.

In addition, it is possible to take the following NSU courses and count them toward a Child Development Associate Degree - ECED 4113, HFS 3223 and ECED 4313. This agreement results in seamless articulation from Connors to NSU but requires that students finish a Child Development degree at Connors. The agreement is for 38 hours in general education from CSC, 12 hours in specialized courses in child development, and 10 hours of controlled electives to equal 60 hours.

The following classes will be taught through NSU and will be accepted toward both Child Development Associate Degree and the ECED Bachelor’s Degree: ECED 4113 will be accepted in place of CHDV 2223 - Creative Experiences for AA Degree. NSU’s HFS 4063 - Infants and Toddlers will be accepted in place of CSC’s CHDV 2593.
2) The organization’s transfer policies and practices create an environment supportive of the mobility of learners.

Patterns of Evidence:
- Course Transfer/Course Equivalency Project (CEP)
- OSRHE Policy on Transfer Students Within State
- College Transfer Days
- Student Support Services (TRIO) College Transfer Trips

Course Transfer/Course Equivalency Project (CEP)
Connors offers both transfer and terminal degree programs. Therefore, it is important that students are able to complete the transfer process with as little difficulty as possible. Connors is a part of the Course Transfer/Course Equivalency Project (CEP) set forth by the OSRHE that allows CSC’s students, advisors, and other institutions to check the transferability of specified courses.

According to the OSRHE website (http://www.okhighered.org/transfer-students/intro-cep.shtml), “The Course Equivalency Project (CEP) is a postsecondary education resource service that provides course equivalency information to facilitate student transfer within the Oklahoma System of Higher Education. Its database contains faculty-generated course equivalency information for hundreds of courses offered at public institutions in Oklahoma. The courses are organized by discipline...” There are 41 different disciplines and over 7,500 courses included on the 2009-10 tables.

The course equivalency tables are found on the OSRHE webpage at http://www.okhighered.org/transfer-students/course-transfer.shtml. Faculty members from Connors attend annual statewide meetings to maintain the course equivalency tables. For Fall 2010 the meetings will include the following disciplines:
- American Sign Language
- Music
- Computer Science
- Information Systems
- History
- Accounting
- Child Development

The State of Oklahoma also has policies regarding the transfer of students within the state from two-year public institutions to state universities. According to the OSRHE Policy and Procedures Manual, Chapter 3: Academic Affairs, “A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in the State Regents Undergraduate Degree Requirements Policy may transfer into a baccalaureate degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion.
Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.” (p. 111). This policy has been in effect for many years and has greatly decreased transfer problems in Oklahoma.

Representatives from universities in the CSC area also come to the campus sites to assist students planning to transfer to their respective institution. The Student Support Services Program transports their student participants to area institutions on “transfer days” so the students can complete their admission/enrollment forms for transfer. The Division of Agriculture has provided transportation for students planning to transfer to Oklahoma State University on “transfer days.”

3) Community leaders testify to the usefulness of the organization’s programs of engagement.

Patterns of Evidence:
- Guest Speakers for Classes and Programs
- Advisory Boards for AAS Programs
- Student Involvement in Community and State Activities

Guest Speakers
To involve the community in the Nursing Program, community members are asked to serve as guest speakers for classes. Guest speakers are also utilized in various other programs, such as in Agriculture, Business, and Child Development and global education presentations.

The Nursing Program has an Advisory Committee that meets annually in the Spring. It includes community members, alumni, clinical representatives and faculty/administrators from feeder and transfer institutions. The Nursing Department also encourages community involvement for students through volunteer activities, such as blood pressure checks for community events.

The Nursing Department helps students engage in preceptorships, which are in addition to the clinical experiences that are required within course objectives. After the second or third semester students can engage in a preceptorship, which is a contract where an individual can agree to work alongside a nurse. The clinical experiences require students to practice classroom theory at hospitals such as Muskogee Regional Medical Center.

The Child Development Program has an advisory board which meets biannually. Members include child care employees and directors, community resource agencies, DHS, and faculty/administrators from transfer institutions.

Child Development students are involved in a Peer Coaching program that was implemented in the Spring 2007 semester. The program consists of graduates and upper level students
who participate through a combination of onsite visits and tele-coaching, which is an interactive online component. Courses taught provide a lab component consisting of documented lab hours by an on-site supervisor and working through course specific lab activities in which the student provides documentation and reflective journaling. Some components of this program include keeping a reflective journal by which the student is critiqued by the coach and the instructor making a midterm and final semester entry in response to both the coach and student. Coaches earn service learning hours for each student that they coach, which meets their capstone course requirement.

The Child Development Program and the Scholars for Excellence in Child Care adopted God’s Desire Child Care Center in Muskogee to provide service learning opportunities for students and to increase resources for the child care center.

Connors’ agriculture students have the opportunity to work the show rings at the Tulsa State Fair and in several county livestock shows each year. In addition to working the show ring, students aid in the collection of specimens from animal testing at the Tulsa State Fair. Agriculture students also work the rings at the Muskogee Regional Livestock Show and the Oklahoma Youth Expo.

Horticulture students set up, provide displays, and work the horticulture show at the Tulsa State Fair each year for FFA exhibits. A plant sale is also conducted for the community each fall and spring by the horticulture students.

During this decade, the Agriculture Equine students participated in eight-week externships where the students worked for a trainer or breeder in their area of interest. Externship placements were made all over the United States. Due to recent degree modifications, this program has been deleted from current program requirements.

The Ag Equine students also aid in the production of a community horsemanship class during the Fall semester. Horses utilized by the students are owned by trainers and breeders from this area and throughout the United States. Students begin their training with unbroken colts, and the end result is finishing the animal to the specialty desired by the owner.

4) The organization’s programs of engagement give evidence of building effective bridges among diverse communities.

Patterns of Evidence:
- Displays
- Cultural events
- Campus groups/organizations and recognized groups

Numerous displays and cultural events are provided each year to emphasize diversity. Some of these include the following:
- Black History month displays and Spring 2010’s special event on frontier Marshall Bass Reeves. Chicago area author, Art Burton, came to the Warner Campus to do a
book signing and gave a presentation on Marshall Reeves that included a Bass Reeves’ re-enactor from Ft. Smith, Arkansas.

- Presentation on India and Indian dances by a faculty member and his family members and friends.
- Women’s History Displays and Quiz Activities.
- Breast Cancer Awareness displays and handing out of ribbons.
- Red Dress Heart Disease promotion
- Presentations by Fulbright Visiting Muslim Scholar.
- Warmth Drive - collecting hats and gloves for children.
- Display of flags from student’s home states/countries at the Warner Library.
- Aprons display
- Connors’ history display
- Native American History Month display
- Teen Read Week display
- Banned Books display
- Elvis display
- Chinese New Year display
- Mardi Gras display and cafeteria menu/activities.
- Child Development Program Centennial Celebration – inviting grades 1 and 2 to campus.
- Petting zoo provided by the Agriculture Department for pre-school children on campus and at local nursing homes for the residents.
- Presentation on Australia.
- Canada display and cafeteria menu.
- Veterans’ observances -
  - Pearl Harbor Day
  - 9/11 Remembrance ceremony
  - Veterans Day ceremony

Campus clubs and recognized religious groups also reflect diversity.

- Religious Organizations:
  - The Baptist Christian Ministry
- Aggie Club
- Phi Beta Lambda (Business)
- Phi Theta Kappa
- Science Club
- Student Nursing Association
- Teachers Learning with Children
- Black Student Society

The organization participates in community outreach partnerships focused on shared educational, economic, and social goals.

- Staffing Muskogee’s Garden of Lights during the Holiday Season.
• Muskogee’s Azalea Day and Christmas parades.
• Muskogee’s Azalea Day Chili Cook off.
• Supporting United Way - Connors employees are encouraged to take part in raising funds for the United Way Campaigns, by payroll deductions or direct deposit.
• Staffing the Muskogee Regional Science Fair – Middle and High School students from a seven county area are judged on their science projects.

Core Component - 5D

*Internal and external constituencies value the services the organization provides.*

1) The organization’s evaluation of services involves the constituencies served.

Patterns of Evidence:
• Surveys of food service
• Surveys of facilities
• Surveys of continuing education offerings
• Anecdotal evidence

Survey
Food Service

<table>
<thead>
<tr>
<th>Semester</th>
<th>Overall - Evaluated as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfaction 1)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>27%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>40%</td>
</tr>
</tbody>
</table>

Between Fall 2008 and Fall 2009, a Chef was added to the staff of Sodexo Food Service. Student satisfaction improved.

Continuing Education

<table>
<thead>
<tr>
<th>Semester</th>
<th>Classes Held</th>
<th>Students Enrolled</th>
<th>Completed Eval. Forms</th>
<th>Course Overall *)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>5</td>
<td>55</td>
<td>44</td>
<td>80.0%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>7</td>
<td>101</td>
<td>69</td>
<td>68.3%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>156</td>
<td>113</td>
<td>72.4%</td>
</tr>
</tbody>
</table>

*) Evaluation forms rated: 1) Content/Subject, 2) Meeting Room, and 3) Instructor
Anecdotal evidence also indicates that services are valued. Examples include:

- The continued demand for placing bulls in the Bull Test.
- The continued demand for sending horses to be trained in the Agriculture Equine Program.
- Continuous scheduling of community events on the campus. For example: the Soroptomist Club has held meetings at the Downtown Muskogee Campus for the past five years.
- Continuous scheduling of summer camps focusing on athletics, agriculture, and science, to name a few. The Native American Youth Leadership Conference has been hosted on the Warner Campus for four years.
- Requests from area health agencies to increase enrollment for the Nursing Program or to offer the Nursing Career Ladder Program in Tahlequah.
- Positive comments from organizations who have utilized campus facilities.

2) Service programs and student, faculty, and staff volunteer activities are well received by the communities served.

Patterns of Evidence:
- Awards/Recognition
- Enrollments in programs

Awards/Recognition
- Recognition by the U.S. Census for use of facilities for training.
- Sponsorship of “Welcome Back Breakfast” for CSC faculty/staff each fall by Armstrong Bank for over 35 years.
- ACHE Award for the Great Plains Region to the CSC Child Development Program.

3) The organization’s economic and workforce development activities are sought after and valued by civic and business leaders.

Patterns of Evidence:
- Number of Workforce Adult Participants in Academic Programs
- Number of Indian Nation Financed Students in Academic Programs
- Contract for Adult and Youth Services with Eastern Workforce Investment Board

4) External constituents participate in the organization’s activities and co curricular programs open to the public.

Patterns of Evidence:
- Athletic Events
**Athletic events**
Collegiate men’s and women’s basketball, baseball, women’s softball and rodeo events are available to community members as well as students.

5) **The organization’s facilities are available to and used by the community.**

**Patterns of Evidence:**
- Campus Camps
- Community Events

**Campus Camps**
- Summer Academy Science Camps – Three sessions of weeklong biology camps are offered to students in grades 8-11. Students are outdoors learning about local plants, environment, wildlife, orienteering, and meteorology.
- Baseball Camp – using the indoor facilities, the participants focus on improving individual skills as well as working on drills, watching films, and attending lectures.
- Men’s and Women’s Basketball Camps
- Be A Champ Cattle/Lamb Camps
- Agriculture Judging Camps
- Native American Youth Leadership Conferences - encourage students to make good decisions in their career direction, life-style choices and leadership challenges.
- Civil Air Patrol Camp
- Oklahoma Alliance for Geographic Education Institute
- Upward Bound – Six week summer session to boost academic skills for postsecondary readiness.

Numerous community organizations have also utilized the CSC facilities. They include, but are not limited to, the following:
- Dog Shows
- Retired Teachers Association
- Delta Kappa Gamma
- Adult Education Program - Union Public Schools, Tulsa, OK
- Three Rivers Museum Board
- Area High Schools

6) **The organization provides programs to meet the continuing education needs of licensed professionals in its community.**

**Patterns of Evidence:**
- Pharmacology Workshops
- Kaplan Reviews for NCLEX-RN

**Strengths:**
- Connors’ partnerships, cooperative alliance, correctional facilities offerings, and distance education extend the reach of our services far beyond the campus settings.
- Connors consistently demonstrates its willingness to respond to the educational needs of those it serves.
- Connors is woven into the communities surrounding Warner and Muskogee. Connors main campus is the single biggest entity located in Warner. It provides the community with educational, recreational, social, and fine art opportunities that are not otherwise available. Connors’ Muskogee Branch is the largest institution of higher education in Muskogee.

**Opportunities for Improvement:**
- Service Learning can be improved campus-wide so that all students have opportunities to have service learning reflected on their academic transcripts. The departments are currently participating in and encouraging service learning. Providing a formal procedure will take this valuable learning process to a level that can be assessed and tracked.
SUMMARY

Affiliation Status: Connors’ Case for Continued Accreditation
Connors State College presents this Self-Study to demonstrate that the College is a viable institution and serves as a valuable asset to its constituencies. This Self-Study verifies that CSC can continue to fulfill its mission and purpose and is prepared to meet the challenges of the future. As this document has detailed, Connors is, above all, guided by its mission statement and accompanying goals. Our mission statement is more than merely rhetorical; it guides the College’s efforts in all respects: human, fiscal, and cultural. As one of the oldest community colleges in the state—indeed, in the Nation—we value both our history and our challenges in the future.

Summary of Evidence That Demonstrates Fulfillment of Criteria
In summarizing the evidence that demonstrates our fulfillment of criteria, we begin with the Board of Regents for the Oklahoma Agriculture & Mechanical Colleges. The Board provides clear, well-established guidance in meeting the College’s mission, values, goals, and priorities. In addition to the oversight by our governing Board, the Oklahoma State Regents for Higher Education offer another layer of oversight for CSC.

In its day-to-day operations, CSC satisfies all applicable local, state, and federal laws and regulations. Furthermore, Board and Connors’ policies are clearly articulated and made widely available to all employees, students, and interested parties. In meeting challenges both short- and long-term, CSC’s Strategic Plan welcomes contributions from all areas of the College. Administrative involvement and leadership ensures that plan implementation has college-wide attention, monitoring of progress and continuous improvement. Despite Oklahoma’s challenging budgetary constraints, CSC delivers quality services in a fiscally-prudent fashion.

Of course, our fundamental concern is our students. Therefore, the College provides support from our students’ first day of enrollment throughout their education. Beginning with proper placement in courses, the College makes numerous, substantial efforts to help our students succeed: developmental coursework; advising; cultural and social activities; and financial support. Connors also offers numerous levels of coursework for students of diverse backgrounds and interests. Quality instruction is also a focus, with continuous self-assessment of student learning and instruction.
CSC’s ongoing commitment to its numerous constituencies is demonstrated by its array of partnerships with local schools, four-year institutions, social service agencies, and economic development agencies;

**Request for Continued Accreditation**

Connors State College has made continuous progress since the last accreditation visit in 1999. The current Self-Study process has provided the College an occasion to reflect on past accomplishments, to document opportunities for improvement and strengths, and to consider opportunities as it prepares for the future. Evidence provided in this report, supportive documents, and materials available on-site, confirm that CSC has met all the criteria required for accreditation from the Higher Learning Commission of the North Central Association. Connors State College also meets the “Minimum Expectations within the Criteria for Accreditation” and is not in danger of not meeting any of the expectations. Accordingly, CSC respectfully requests continued accreditation, with the next comprehensive visit scheduled for 2020-2021.
1. What Change is Being Proposed?

Specific Change Proposed
Connors State College requests to relocate the current Muskogee Branch Campus Downtown Building to the Northeastern State University Muskogee Campus (NSUM) site. The change involves constructing a new 10,000 square foot building, as well as utilizing the two existing NSUM buildings for classes and student services. Connors would own the new building, leasing land from Northeastern State University. Use of other NSUM facilities/services would be formalized through a contractual agreement.

Student services to be moved include:
- Admissions – Will be housed in NSUM Administration Building
- Advising – Will be housed in NSUM Administration Building
- Bookstore – Will be in new building
- Cashier – Will be housed in NSUM Administration Building
- Financial Aid – Will be housed in NSUM Administration Building
- Library – Will be in new building
- Veterans’ Upward Bound – Will be in new building

In addition, approximately 28 administrative and faculty members would be moved into offices in the new building and into one of the NSUM buildings, the Mike Synar Building. All nursing faculty and nursing classes moved to the Mike Synar Building in January 2010. Architectural plans for the building are included in Appendix.

The current eight-floor Downtown Muskogee Campus was built in 1889. The C.N. Haskell Building is registered by the National Register of Historic Places as the Railway Express Building. Since 1889, it has housed a federal courthouse, law offices, railroad company offices, the Veteran’s Administration Offices and the Muskogee County Department of Human Services.

In 1992, the eight-story, Downtown Campus building was deeded to Connors State College. It currently serves as the hub of Connors’ operation in Muskogee with the offices of the Director of the Muskogee Campuses, Admissions, Business Office, and Financial Aid. It also contains a bookstore, library, conference center, computer labs, student lounge, classrooms and faculty offices. (Connors State College 2009-10 Catalog)

In March 1993, NSU opened a 22-acre campus in Muskogee for upper division and graduate level course work. The facility houses traditional and weekend academic programs, as well
as an office for the NSU Small Business Development Center. Seminars, conferences and continuing education courses are also provided on an ongoing basis.

NSU’s 27,000 square foot building contains 12 classrooms, houses a Speech Pathology Clinic in partnership with the McAlester Scottish Rite, a library/media center, a computer lab, faculty/administrative offices, vending lounge, a beautiful commons area and a 155+ seat conference center.

The Mike Synar Center, a 40,000 square foot facility, opened in August 2001. This state-of-the-art building consists of classrooms, conference rooms, vending and exhibit areas. The Rotunda Commons features an exhibit commemorating the life and achievements of the late Oklahoma Second District U.S. Congressman Mike Synar. In addition to the Rotunda, there is a gathering place for students and visitors in the spacious two-level lounge.

Departmental offices housed in the Synar Center include the Master of Business Administration and the Bachelor of Science in Nursing. (2009-2010 Northeastern State University Undergraduate Catalog)

**Expected Outcomes**
The move has many expected benefits for both Connors and Northeastern State University.

- **Shared student services:**
  - Currently NSUM has a small library service center and a bookstore area that is only open at the beginning and end of the semester. By combining the libraries and the bookstores, both CSC and NSU students will have more access to library resources and a full-time bookstore.
  - By moving admissions, advising, cashier, and financial aid offices, NSU students will have expanded access to services in Muskogee, rather than having to drive to NSU Tahlequah. There are no permanent NSU advisors, other than nursing on the NSUM site.
  - The Veterans’ Upward Bound serves the region, sending students to a variety of institutions for training, including Northeastern State University. Moving the program to the NSUM Campus will make it more accessible and convenient for veterans who choose NSU.

- **Enhanced facilities for CSC and NSUM students:**
  - The CSC Downtown Campus was built in 1889. Although renovation has been done on the building by the tenants who preceded CSC and by CSC, the costs of further renovations are prohibitive. Building a new building and sharing facilities would cost less than a complete renovation of the eight-story building. The two existing buildings at NSUM were completed in the 1993 and 2001.
  - Classrooms at NSUM have newer furnishings and more instructional television laboratories than the Downtown Campus. Multimedia equipment is available in most classrooms, and CSC has equipment that can be placed as needed.
  - The library and bookstore will be new, thus providing better facilities for both CSC and NSUM students.
The CSC building has inadequate parking, but the NSUM campus has sufficient parking space and room for growth.

The CSC building has no auditorium-type space, but the NSUM campus offers a large auditorium and three smaller auditorium-type classrooms.

- Cost savings through shared services:
  - The sharing of student services presents opportunities for expanding services without adding employees.
  - The sharing of services in the areas of custodial/maintenance and security at one, rather than two, locations also can save costs.
  - Utilization of classrooms, other areas, and parking lots that were not at capacity presents another method or reducing costs related to duplication.

- Enrollment growth and increases in transfer rates:
  - The NSUM site is more visible and accessible than the current CSC downtown building, thus assisting in marketing.
  - We are planning a “common admissions” for CSC and NSU to assist in increasing enrollments and transfer rates.
  - Enrollment growth can financially benefit both institutions.

**Impact of Proposed Change on Current Mission, Numbers and Types of Students to be Served, and Breadth of Educational Offerings**

At this time, we do not anticipate a change in our mission or the types of students served because over 95% of our students come from a 50-mile radius. We do anticipate a conservative enrollment growth of approximately 5 percent within 3 years at the NSUM Campus location.

There are no additional programs planned, but we are working with Northeastern State University and other partners, such as the Cherokee Nation, to expand health career offerings. We have already expanded our Nursing Program and hope to add new programs as funding becomes available.

**Policy relevant to this change:**

Change in educational sites (I.C.2.c.)

2. **What Factors Led the Organization to Undertake the Proposed Change?**

Numerous factors led to this proposed change, including:

- A statewide capital bond was approved for all state higher education institutions. Part of the funding from the $7.1 million that Connors received was to renovate the Downtown Campus. This project was included in our Facilities Plan and in our Capital Bond Request to the Oklahoma State Regents for Higher Education (OSRHE). However, after analyzing renovation costs and working with Northeastern State University, the plan changed to construct the new building and share existing spaces at NSUM. Presentations and conversations were also held with the respective governing boards of CSC and NSUM, as well as with the OSRHE administrative staff.
The plans for this project are also included in the CSC Strategic Plan.

The Nursing Program had also decided to move the Warner Campus Nursing Program to Muskogee so resources would be shared and faculty members would not have to change campuses each semester. In addition, the demand by students was higher in Muskogee, and most clinical facilities were in Muskogee or closer to Muskogee than Warner. This proposal was in their annual planning document “Project Management.” This was completed in fall 2009 when the move was made to the Downtown Campus.

Again, the costs of renovations solely for the Nursing Program were not feasible. Through discussions with NSU, due to the articulation of our RN Program to the BSN at NSU, NSU and CSC made the decision to move the CSC Nursing Program to the NSUM Mike Synar Building. The NSU BSN Nursing Program is also located in that building. NSU made renovations to existing office and classroom space to accommodate the CSC Nursing Program.

Reserved parking is not sufficient at the current CSC Downtown Campus for either staff/faculty or students. The NSU Muskogee Campus has availability of parking for both CSC and NSUM students.

Presentations of the proposal were also made to Muskogee city leaders and featured in the Muskogee and Tahlequah newspapers.

There is a Health Alliance comprised of Muskogee, Tahlequah, and area educators and health providers that has also provided input on the project, with plans for future expansion of health programs. The proximity of the CSC and NSU Nursing Programs will enhance the existing nursing career ladder program.

3. What Necessary Approvals have been Obtained to Implement the Proposed Change?

Internal approvals for the new building included:

- Approval to modify the CSC Strategic Plan from remodeling the Downtown Building to constructing a new building at NSUM.
- Approval by the CSC governing board, the Board of Regents for the Oklahoma Agriculture and Mechanical Colleges (OSU/A&M). Copies of Board minutes indicating approval are in the Resource Room.
- Approval for purchase orders and bidding from the Purchasing Office at Oklahoma State University. CSC initiates the purchase order, which goes to OSU if above $10,000.00 for approval. OSU also initiates the bid process, with CSC involved in all meetings and selection of the vendor.

The external approvals for the new building included:

- Approval by the NSU governing board, the Board of Regents for the Regional University System of Oklahoma. Copies of Board minutes indicating approval are in the Appendix.
• Approval by the Oklahoma State Regents for Higher Education. Copies of approval are in the Resource Room.
• Approval by the Attorney General for the State of Oklahoma. Copies of correspondence requesting and approving the change are in the Resource Room.

Internal approvals for the move to existing NSUM buildings included:
• Approval to modify the CSC Strategic Plan from remodeling the Downtown Building to constructing a new building at NSUM.
• Approval by the CSC governing board, the OSU/A&M Board of Regents. Copies of Board minutes are in the Resource Room.

The external approvals for the move to existing NSUM buildings included:
• Approval by the NSU governing board, the Board of Regents for the Regional University System of Oklahoma. Copies of Board minutes indicating approval are in the Resource Room.

In addition, all contractual agreements are reviewed by the legal staff of the Board of Regents for OSU/A&M Colleges, as well as by the legal staff for NSU and the Regional Colleges Board.

4. What Impact Might the Proposed Change have on Challenges Identified by the Commission as Part of or Subsequent to the Last Comprehensive Visit?

• Deferred maintenance is the challenge that was mentioned most directly related to this request. This move would address the need for better facilities, although numerous small renovations have been made at the CSC Downtown Campus. The renovations have included:
  o Painting
  o New flooring
  o Renovating the Admissions, Bookstore, Cashier, and Financial Aid areas.
  o Electrical work
  o Expansion of bandwidth, doubling it, so some instructional television (ITV) capabilities could be utilized at the building.
  o Purchasing of multimedia equipment, computers, and other technological equipment.
  o Purchasing of classroom furniture.

5. What are the Organization’s Plans to Implement and Sustain the Proposed Change?

Involvement of Appropriated Credentialed Faculty and Experienced Staff
To construct the building, CSC has contracted with the Architectural Services at Oklahoma State University to complete the plans for the building as well as to assist with bidding and oversight of the construction.

In addition, administration and faculty at CSC and NSU have been involved in the planning of the facility design and renovations to be made at NSUM. Several meetings were held for
planning the construction and the move of the Nursing Program, student services, and classes to the existing building. Personnel involved were:

- CSC President
- NSU President
- CSC Executive Vice President
- CSC Vice President for Fiscal Services
- NSU Vice President for Administration
- NSU Associate Vice President for Administration
- NSUM Dean
- CSC Director of the Muskogee Branch Campuses
- NSU Director of Physical Plant Administration
- NSU Assistant Director of Physical Plant

At some of the meetings, there were also representatives from the OSU Architectural Services and the company that was chosen to be the Project Manager for the construction. Meeting agendas are included in the Resource Room.

For the design of specific areas in the new building, staff members from the CSC Bookstore, Technology Services, and the Library were involved. The Child Development Program faculty and staff were also included.

The renovations to the Mike Synar Building for the CSC Nursing Program were guided by the CSC Nursing faculty members and staff. Staff from the NSU Maintenance Department completed the renovations. Future renovations for Admissions, Advisement, Cashier, and Financial Aid areas will include both CSC and NSU administrators and staff from those areas.

**Administrative Structure**

Leadership for the institutions has been assumed by both CSC and NSU presidents, as well as by the Dean of NSUM and the Director of the Muskogee Branch Campuses. Others involved in leadership include the CSC Executive Vice President, CSC Vice President for Fiscal Services, NSU Associate Vice President for Administration, and the Director of Physical Plant Administration at NSU. The Oklahoma State University Architectural Services was contracted to take a leadership role, specifically the Director and one architect have acted as leaders in the project.

Learning resources and support services, as mentioned in Question 1, will actually expand for students.

The funds for the construction are from the Capital Bond, totaling $3.5 million dollars. There has also been a donation of $100,000 from a state utility company, as well as pledged donations of in-kind service from another utility and of floor tile from Dal-Tile, a Muskogee tile production company. Renovation costs are shared between NSU and CSC.

The initial timeline was to have the building and all renovations ready for Fall 2010. However, the deadline for completed renovations is during summer 2011 and completion of construction by July, 2011. The complete move is anticipated for August, 2011.
6. What are the Organization’s Strategies to Evaluate the Proposed Change?

Describe the Measures the Organization will use to Document the Achievement of its Expected Outcomes

Primary direct and indirect measures will include the following:

- Completion of the renovations and construction to specifications and code, as assessed by the OSU Architectural Services and various external inspectors.
- Follow-up analysis of the project by the leadership involved in the project.
- Student surveys – for example, the Nursing Program and the Library include questions about the facilities when surveying students.
- Collection of anecdotal comments from students, staff, faculty, and community members.
- Growth in enrollment by 5% over three years.
- Decrease in maintenance issues.
- Decrease in utility costs.

Describe How the Assessment of Student Learning is Integrated into the Assessment Program

Direct and indirect measures will be:

- Student surveys – measuring satisfaction with learning resources, instructional areas, and the overall learning environment.
- Comparison of program level and general education outcomes prior to the move and after.
Connors State College recognizes and adheres to all requirements set forth by the United States Department of Education and the Higher Learning Commission of the North Central Association. The College has also completed all of the necessary elements for the institutional Self-Study.

I. Credits, Program Length, and Tuition

1. **Relationship between Credits, Program Length, and Educational Goals** – All Associate Degree programs (AAS and AS) are comparable in length to similar degree programs from other institutions, which is anywhere between 63-69 credit hours. Students may either stop their education at the AAS or AS, or they may continue their education at the baccalaureate degree level.

2. **Quarter/Semester Hours Earned for Programs Compared with Good Practice in Higher Education** – Connors operates on a traditional semester system. The institution has several options for students’ studies: 16-week fall and spring semesters, and an eight-week summer semester. Alternatives include eight-week sessions in Fall and Spring, fast-track Fall and Spring classes, intersession classes between semesters, and evening and online classes for added flexibility, all of which are in keeping with good practice in higher education.

3. **Length of Major Programs Compared with Good Practice in Higher Education** – Students who attend classes full-time at Connors should be able to complete an Associate in Applied Science or Associate in Science or Arts degree in two years. These time frames are in keeping with good practice in higher education.

4. **Program-Specific Tuition Compared with Good Practice in Higher Education** – Tuition is charged by the credit hour for residential, non-residential, and international students, and fees are set. Tuition and fees have to be approved by the Board of Regents for the Oklahoma Agriculture & Mechanical Colleges and by the Oklahoma State Regents for Higher Education. They are listed in the print and online version of the Catalog. Both the print and online versions of the Catalog list courses with the days, times, locations, and full-time faculty. For the 2009-10 academic year, the tuition rate for Oklahoma residents was $86.07 ($66.14 tuition and $19.93 fees) for lower division classes.

Over half of the students entering Connors are required to take some type of developmental courses, most typically in mathematics. This means that—like most two-year campuses—
developmental education is a major focus of both Academic Affairs and Student Services at Connors.

Additional fees, set by the Oklahoma State Regents for Higher Education, for developmental courses are necessary because developmental courses tend to be smaller and therefore less cost efficient than traditional general education classes. In addition, proper placement and advancement in these courses requires a continuing commitment of significant human resources from student services as well as the academic divisions.

This cost factor is an especially acute consideration on a campus such as Connors which receives one of the lowest levels of FTE support from the state and which does not receive any funds from a local ad valorem tax district. Connors is funded from two primary sources, state appropriations and tuition. However, the College has not added fees above those set by the Oklahoma State Regents for Higher Education.

II. Student Complaints

Processes for formal student complaints are described in the Student Handbook and the CSC Catalog. These files are created when a student is in violation of a student code of conduct. Any student adversely affected by the decision of the Vice President for Enrollment Management and Student Services (VPEMSS) or designee, or other College official, may file (with the VPEMSS) a written request for a hearing before the Student Appeals Committee.

Upon receipt of the request for an appeal hearing, the VPEMSS/designee will schedule a hearing. The committee chair will notify the student, requesting the appeal, of the date and time of the scheduled hearing. At the same time, the student will be informed as to the procedure used at the hearing. The student's written request for review, the written statement of the VPEMSS' position, the committee’s decision, and the written summary of the hearing, shall, upon completion of the hearing, be housed in a secured, locked area in the Vice President of Enrollment Management and Student Services office area.

Students who wish to make academic-related complaints are encouraged to make their complaints in writing to the Office of Academic Affairs in order to get a clear view of the issues. Once the written complaint is received, the Vice President for Academic Services sends the complaint to the chairperson of the Academic Appeals Committee. The committee’s decision is returned to the Vice President to further investigate the complaint and writes a resolution in response to the complaint. The log is kept in the chairperson of the Academic Appeals Committee’s office.

III. Transfer Policies

1. While Connors aims to serve many degree-seeking students, the institution also strives to assist many students that intend to transfer to four-year colleges. In an effort to support this endeavor, academic advisors use resources to insure that the classes that students are taking at Connors transfer to receiving institutions. When academic advisors assist students through this process, they use the Oklahoma State Regents
Course Equivalency Project (also known as the Transfer Matrix Guide) to determine if general education requirements will transfer and institutional transfer guides to determine if more specific subject area coursework will fulfill degree completion requirements at the institutions where students later attend. The link to the Oklahoma State Regents for Higher Education course transfer matrix is: http://www.okhighered.org/student-center/transfer-stdnts/course-transfer.shtml.

2. Connors’ academic advisors also annually meet with advisors at area four-year colleges to discuss academic program changes and new academic programs. The purpose of these meetings is to make sure that academic advisors get the accurate and up-to-date information that is needed to help students facilitate the transfer process.

3. All transfer policies are discussed in the online version of the Connors Catalog, p. 9.

4. To determine whether or not to accept credits earned at another institution, the Registrar’s Office and Records Department consult two resources: Transfer Credit Practices of Designated Educational Institutions: An Information Exchange (text in Resource Room) by American Association of Collegiate Registrars and Admissions Officers (2009) and CollegeSource. These two sources help personnel determine whether a college or university is accredited.

IV. Verification of Student Identity in Distance or Correspondence Education

- Online courses have been described in the self-study, Criterion 3-C.

- The Higher Learning Commission requires institutions to have processes in place to verify that the identity of students enrolled in distance education or correspondence courses are the same students completing the work in the courses. Connors has three steps in place to verify the identity of students in distance or correspondence education.

SIS (Student Information System) is the method CSC uses for students’ admission to courses. Once CSC students have been admitted to the College they are enrolled through SIS in their respective courses. The C-Key user management system then automatically pulls user information from SIS data including a Campus Wide Identification Number (CWID), birth date, full name, and other various pieces of information used for authentication and verification purposes. All students are then required to activate their own C-Key account by verifying certain personal information along with a unique six-digit PIN from SIS, distinguishable from their birthday date.

Based on this information within C-Key and SIS, user login information for Connors’ CMS (Course Management System), WebCT, is then generated and students are enrolled in their respective courses. All online course content is hosted within the WebCT environment so access is restricted by login credentials and enrollment in courses within the WebCT CMS. Instructors, utilizing WebCT, then manage their courses and course materials and maintain current rosters to ensure that only enrolled students have access to their respective
courses. Once a student withdraws or leaves a course, the instructor removes them directly from the course and their access to the course is removed. Periodic checks and imports of enrollment information are also completed to ensure student enrollment in courses is accurate and current.

V. Title IV Information

1. **General Program Responsibilities** - CSC complies with the Title IV requirements of the Higher Education Authorization Act. The processes by which student apply for financial aid are available online in the CSC Catalog. Students who enroll and request financial aid are individually evaluated for their qualifications. Every student must meet the minimum requirements for enrollment in six credit hours and must be enrolled in an eligible degree program.

   See tables below for a summary of the total number of students involved in the Title IV programs who receive any type of federal aid, the total dollar amount disbursed and other relevant data.

2. **Financial Responsibility Requirements:** There were no findings on the Financial Audit Review A-133 for the year ending 2008, the last of audit reports to date. (Audit reports may be found in the Resource Room).

3. **Student Loan Default Rates:** Connors’ default rates since 2000 are shown in the following chart. Cohort default rates for the years 2006-08 are also included as a comparison.
4. **Campus Crime Information and Related Disclosure of Consumer Information** – CSC complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Reported crime statistics include those which occur within the jurisdictional boundaries of campus. Crime statistics required for reporting by the U.S. Department of Education are compiled from incident reports in the Office of Safety and Security at Connors. Statistics are due to the U. S. Department of Education every October for the previous year and must be available to anyone on campus who request them, including visitors. The statistics are available in the CSC Student Handbook, and on the campus website: [http://www.connorsstate.edu/PDFs/Campus%20Crime%20Report%202007-08.pdf](http://www.connorsstate.edu/PDFs/Campus%20Crime%20Report%202007-08.pdf).

5. **Satisfactory Academic Progress and Attendance Policies**: Students receiving any type of federal and/or state financial assistance at Connors must:
   - Maintain a minimum cumulative grade point average of 2.0 on a 4.00 scale; and;
   - Complete an eligible academic program within the maximum credit hours attempted of one and one-half times the number of credit hours required for the program (See Satisfactory Academic Progress Policy in Catalog).

A complete degree audit is conducted at the end of each semester on every student receiving financial aid. The audit evaluates three elements of students’ academic progress: completion rate of all courses attempted during each semester, the maximum time frame for program completion, and the cumulative grade point average.
Attendance: Faculty is required to state their attendance policies in syllabi distributed to students. The CSC syllabus template allows for instructor preference in how this policy is determined. Attendance records are requested by Student Support Services, athletic teams, and Veterans Services periodically during the semester. At the end of the semester, instructors are required to enter the last date of attendance, never attended, or attended for every student who earned an F in a class, which makes keeping good attendance records important.

6. _Limitation, Suspension, and Termination actions by USDE, reasons and outcome_ – None.

7. _Findings from any USDE Inspector General Reviews_ – None.

8. _Equity in Athletics_ – CSC is in compliance with Federal Title IX guidelines regarding equal opportunity. Annual reports are submitted to the Department of Education by the College’s athletic director. The College also annually certifies with the National Junior College Athletic Association (NJCAA) that is in compliance with Article VIII of the NJCAA by-laws.

9. Drug-Free Schools and Campuses Act (DRSCA) CSC adheres to DFSCA which prohibits the unlawful possession, use, or distribution of alcohol and illicit drugs by students and employees on the college premises or in conjunction with any college-sponsored activity or event, whether on campus or off-campus. In accordance with federal regulations, this policy is included in the Student Handbook and Faculty/Staff Handbook.

10. _Contractual Relationships:_ Connors does not have contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.

**VI. Public Disclosure**

1. _Institutional Policies for Maintaining Accuracy and Completeness of Information for Students_ – Connors follows and established timeline and set of policies and procedures for maintaining accuracy and completeness of information for students. Documents such as the Catalog and Student Handbook are reviewed/edited annually, and the Course Schedule is printed for each academic semester.

Each of these documents is reviewed by the originating unit for accuracy and completeness. The unit checks sections relevant to its operations before the document goes for formatting and printing. For example, Financial Aid and Scholarships review all information pertinent to financial aid. Similar processes apply to all of the other documents.

3. Media Relations - Only the President (or his designee) and the Director of Public Information at Connors, or those authorized by the above are designated to dispense press releases, contact the media or answer media inquiries. Should media personnel make an unscheduled visit to campus, they are directed to the Office of the President.

4. Connors publishes its accreditation status both on its website and in the Catalog (p. 3) and in Fall and Spring semester course schedules. The Higher Learning Commission’s address and phone number are listed in all three publications. CSC’s accreditation status also appears on much of its recruitment material.

VII. Relationship with Other Accrediting Agencies and with State Regulatory Boards

Connors has two degree programs on campus that are accredited separately from the Higher Learning Commission:

- Child Development Associate Level Programs – National Association for the Education of Young Children (NAEYC).
- Nurse Science Program – National League for Nursing Accrediting Commission (NLNAC) and by the Oklahoma Board of Nursing.

No adverse actions have been taken against any CSC program by external accrediting agencies. Connors State College does not hold dual accreditation.

VIII. Public Notification of an Evaluation Visit and Third Party Comment

The solicitation of Third Party Comment required by the Higher Education Act and the Higher Learning Commission concerning institutions’ qualifications for accreditation is welcomed by Connors State College. Campus personnel view this comment period as an opportunity to receive additional feedback on campus programs and services in order to improve the quality of all Connors has to offer its constituents.

The following table outlines the Third Party Comment plan of action for the campus, and it lists constituencies solicited for third party comments as required by the Higher Learning Commission.

<table>
<thead>
<tr>
<th>Task/Action</th>
<th>Responsible Party(ies)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop press releases/information to public constituencies</td>
<td>Steering Committee Chair</td>
<td>February 2010</td>
</tr>
<tr>
<td>Copies of release sent to Development Foundation for publication in Spring 2010 Alumni newsletter. (Bi-annual publication)</td>
<td>Steering Committee Chair</td>
<td>March 2010</td>
</tr>
<tr>
<td>Action Description</td>
<td>Responsible Parties</td>
<td>Date(s)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Copy of release sent to <em>Collegian</em> editor for publication in Spring 2010 college newspaper and in the first Fall 2010 edition</td>
<td>Steering Committee Chair</td>
<td>March 5, 2010</td>
</tr>
<tr>
<td>Third Party Comments release emailed to all CSC employees for inclusion in department-related information.</td>
<td>Steering Committee Chair</td>
<td>February 2010 &amp; August 30, 2010</td>
</tr>
<tr>
<td>Third Party comments appear in Spring Alumni newsletter</td>
<td>Steering Committee Chair &amp; Sue Floyd, Foundation Director</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Third Party comment appears in Spring &amp; Fall 2010 issues of <em>Collegian</em> newspaper.</td>
<td>Steering Committee Chair &amp; Sharon Hendrix, <em>Collegian</em> Advisor</td>
<td>March 5, 2010 &amp; September 10, 2010</td>
</tr>
<tr>
<td>Copy of release sent to Foundation Director to email to Foundation Board</td>
<td>Steering Committee Chair &amp; Jessica Holt, Foundation Director</td>
<td>August 25, 2010</td>
</tr>
<tr>
<td>Third Party press release emailed to part-time Director of Public Information for publication in primary service area newspapers in Adair, Cherokee, Haskell, McIntosh, Muskogee, Sequoyah and Wagoner counties.</td>
<td>Steering Committee Chair &amp; Bob Brannan, Media Relations</td>
<td>August 27, 2010</td>
</tr>
<tr>
<td>Third Party announcement sign emailed to student services personnel, relevant program directors (nursing, agriculture, child development, etc.), HR, TRIO programs, library and other student support services for posting in their respective areas.</td>
<td>Steering Committee Chair</td>
<td>August 26, 2010</td>
</tr>
<tr>
<td>Third Party announcement sign emailed to primary service area public libraries in Adair, Cherokee, Haskell, McIntosh, Muskogee, and Sequoyah counties.</td>
<td>Steering Committee Chair</td>
<td>August 26, 2010</td>
</tr>
<tr>
<td>Third Party announcement sign emailed to IT for posting on campus-wide electronic bulletin board.</td>
<td>Steering Committee Chair &amp; IT Director, Heath Hodges</td>
<td>August 26, 2010</td>
</tr>
<tr>
<td>Third Party press release placed on CSC web page @ <a href="http://www.connorsstate.edu">www.connorsstate.edu</a> by IT.</td>
<td>Steering Committee Chair &amp; IT Director, Heath Hodges</td>
<td>August 30, 2010</td>
</tr>
<tr>
<td>Third Party press release included in September edition of the Library’s <em>News in Brief</em> monthly newsletter.</td>
<td>Steering Committee Chair</td>
<td>August 31, 2010</td>
</tr>
</tbody>
</table>
Figure 83: Sample Public Notice:

Third Party Comment Concerning Connors’ Upcoming Reaccreditation

Connors State College is seeking comments from the public about the College in preparation for its periodic evaluation by its regional accrediting agency. The College will undergo a comprehensive evaluation visit November 1-3, 2010 by a team representing The Higher Learning Commission of the North Central Associate of Colleges and Schools. Connors has been accredited by the Commission since 1963. The team will review the institution’s ongoing ability to meet the Commission’s Criteria for Accreditation.

The public is invited to submit comments in writing regarding the College to this address:

Public Comment or Connors State College
The Higher Learning Commission
38 North LaSalle Street, Suite 2400
Chicago, IL 60602

Comments can also be filed via the Commission’s web page at www.ncahlc.org. Click on the “File Third Party Comments” link on the left side of the Commission’s main webpage. Scroll down and submit your comments under the “Submit a Third Party Comment” heading.

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing and signed; comments cannot be treated as confidential.

All comments must be received by the Commission by October 1, 2010.
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The CSC Shield

The Shield: Our strength.

The Stars and Stripes: Symbols of our great nation.

In God We Trust: Our nation’s motto and our greatest decision.

The State of Oklahoma: Our home and our locations (Shown by two stars: Warner and Muskogee).

Peace Pipe and Olive Branch: Symbols of our great state and our continuing hope for peace.

CSC Logos: Time-honored identifications of our great institution.

The Banner: Our 100 years of dedication.

The Boot and Spur: Our never-ending drive for excellence.

The Cowboy Hat: The embodiment of our true nature: Go Cowboys!

The Barbed Wire: Our toughness, resilience, and durability.

The Rope: Our firmness, sureness, and helpfulness.

The Fence: Our security, safety, and protection.

The Computer: Our devotion to technology.

The Athletic Equipment: Our pride – Our Cowboys and Cowgirls!

The Animals: Our commitment to our roots, our history, our beginnings.

The Textbooks, Nursing Equipment, and Building Blocks: To build a better tomorrow.

The Buckle: Our steadfastness to hold our communities together.

The Belt: Our room for growth.

The Awards: Our accomplishments...as One.

The Fireworks: Celebration of all that CSC has been, is, and will be.

The Classroom Building: Our beginning.

The Gatlin Hall One-Stop Center: Our present.

Our students: Our future.

Building Futures...one at a time. - Our Motto