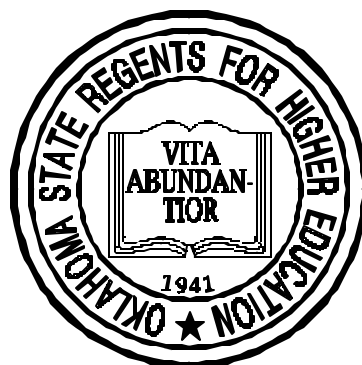


LEARNING SITE AND ELECTRONIC MEDIA

REPORTS AND POLICIES

2000-2001



SEPTEMBER 13, 2002

**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

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**LEARNING SITE AND ELECTRONIC MEDIA
REPORTS AND POLICIES**

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Learning Site and Electronic Media Report 2000-2001

Executive Summary

The Oklahoma State Regents for Higher Education are committed to increasing and promoting access to higher education, quality educational offerings, and efficiency among the State System of higher education. In January 1999, the State Regents announced a broad and ambitious effort entitled *Brain Gain 2010*. The initiative's aim is to increase the number of college graduates in the state to the national average or above by the year 2010. Two policies and their related projects are key components to achieving both the broad goals of the State Regents and the more specific goals of *Brain Gain 2010*. This report presents data, analysis, and recommendations related to the State Regent's "*Oklahoma Learning Site Policies and Procedures*" and "*Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs*".

LEARNING SITE REPORT

In response to a report conducted by the National Center for Higher Education Management Systems (NCHEMS), the State Regents adopted the Learning Site Policy in April 1999. The policy and its related initiatives are designed to meet the educational needs identified in the NCHEMS report through the designations of learning sites at the twenty-five state college and universities, two higher education centers, and an additional pilot site in Ponca City. In a related action, the State Regents began allocating "receive site" funds to the designated learning sites. In both FY 1999 and FY 2000, \$2.6 million was allocated as an incentive to build the infrastructure necessary to import courses at the learning sites. The Learning Site Policy calls for the collection of data to help ensure the policy's effectiveness in meeting the State Regents' goals.

A survey was conducted in fall 2000 to determine the effectiveness and activity of Oklahoma's learning sites. It was determined after the 1998-2000 report was compiled that future information would be collected through the annual Institutional Academic Plan.

ELECTRONIC MEDIA REPORT

Oklahoma colleges and universities continue to be active in their use of distance learning technologies, building on their history and traditions that date back to the establishment of the Oklahoma Higher Education Televised Instruction System in 1970. The distance learning activity reported is taken from data collected through the Unitized Data System (UDS) of the State Regents. Previous reports required data collection through time-consuming institutional surveys. Data collected through UDS provides information about the courses offered using electronic media, their enrollments, and student achievement.

The State Regents' Electronic Media Policy calls for regular policy review with benchmarks for evaluating the policy's effectiveness based on the academic quality of the courses and programs and the cost and accessibility to Oklahoma citizens.

RESULTS, ANALYSIS, AND RECOMMENDATIONS

Learning Site

Data from the Learning Site Accountability Report provide a picture of the campus activities in the 2000-2001 academic year related to the courses and programs received or imported from other institutions. In this academic year, 802 courses and 58 degree programs were received from sister institutions (Table 1). Generally, the courses and programs

received provide access to education that would not otherwise be available to those communities.

As seen in the previous report, learning site activity involving the main campuses of the comprehensive universities was minimal during the 2000-2001 academic year. The extensive academic programs represented by those institutions indicate less need to import from other campuses. The majority of the courses imported to OSU were in support of applied science degrees, including police science, municipal fire protection, and drug abuse counseling. Sharing engineering courses between OU and OSU began with the Oklahoma Higher Education Televised Instruction System (Talkback TV) in the 1970's, and the data show the collaboration is continuing.

Regional universities accounted for 23.4 percent (188 courses) of classes imported for 2000-2001 (Table 1). Of these 188 courses received at regional universities 116 (61.7 percent) were imported from other regional universities, while 39 (20.7 percent) were imported from the comprehensive universities (Table 2). Most of these courses were in the fields of education, business, and nursing. In the previous study, regional universities accounted for 25 percent of all imported courses, the majority of which were from comprehensive institutions. These data display possible changes in learning site usage at regional institutions.

Two-year college offerings accounted for 208 (25.9 percent) of the 802 imported distance learning classes. Western Oklahoma State College (WOSC), Redlands Community College (RCC), Carl Albert State College (CASC), and Northern Oklahoma College (NOC) accounted for 18.5 percent of the courses imported. The majority of these courses are in business, education, and nursing.

Figures from the two higher education centers and the University Learning Center (ULC) of Northern Oklahoma in Ponca City reflect the nature of those entities, yielding high numbers of courses received. Since none of the three centers offer courses and programs of their own, their activity related to courses received was expected to be high and the data from the previous and current studies support that expectation. The three centers account for 37.2 percent (298 courses) of the total for the system. The aggregated data reflect a reasonable mixture of courses from all three tiers. The programs and courses offered at the centers are imported, the offerings cover a variety of discipline areas, but education, nursing, and business account for the majority of courses.

The data reported indicate that the goals of the policy are being met at the system level, with wide variation among the different sites. Over 800 courses were shared among campuses. These courses represent a significant collaborative State System effort to extend academic courses and increase access to educational opportunities; promote quality offerings through technical, academic, and student support standards; and realize efficiencies through sharing courses and programs. The need to support quality offerings and critical student support services for the learning sites continues to exist, and as more programs and services are delivered electronically, it is anticipated that the need will continue to grow.

Several institutions are exemplary in this area. The higher education centers and the Ponca City site have embraced the philosophy behind the learning site initiative and are active in bringing programs and courses into their communities. As in the previous study, WOSC has been particularly progressive in importing programs and courses from sister institutions.

The data also show that integration of the learning site initiative into the programmatic structures on some campuses has not been achieved.

While expenditures in the first two years concentrated on building capacity, it is evident that some campuses have not yet implemented effective strategies to identify and acquire programs from outside the institution's own academic programs.

Recommendations concerning the learning site initiative are provided below.

- Given that the need to provide support services for distance learning students at locations across the state and continual demands for upgrading and replacing technology will continue to grow, funding of the learning site capacity building grants should continue at the current level. However, individual institutional allocations will be determined by demonstrated commitment to the Learning Site Policy as evidenced by the importing of courses.
- If funding is available, priority should be given to allocating more funding for service level rewards. Many costs are variable based on the numbers of students served, courses received, and institutional partnerships created.
- Related to determining needs and effectiveness, learning site responsibilities should include provisions for organized, formal, and systematic input by faculties from provider institutions, students enrolled in the imported courses, and members of the community or area served.
- State Regents' staff should conduct an effort targeted to institutional staff to promote greater utilization of imported programs using electronic media, including examples of strategies and effective practices.

Electronic Media

According to the data now collected through the UDS, Oklahoma colleges and universities remain very active in the use of technology to deliver courses and programs. Every institution within the State System

provides courses and programs using distance-learning technology.

Oklahoma's two comprehensive universities continue to be national leaders in the delivery of courses and programs using technology. The 14,719 student credit hours generated in 2000-2001 represent 12.5 percent of the system total. OU's offerings covered a variety of disciplines with the largest (31.0 percent) number of courses offered in liberal arts and sciences. OSU's offerings included a number of disciplines, but the most sections were offered in engineering (46.2 percent).

Regional universities also showed growth and activity in electronic media offerings. The 1,386 courses offered by regional universities account for 39.1 percent of courses offered in the system. The courses of study were varied, and virtually all disciplines were offered. Business, education, and social sciences were the most prevalent subjects. Northwestern Oklahoma State University, Southwestern Oklahoma State University, and Rogers State University reported significant numbers of offerings comprising more than 24.0 percent of all courses offered in the State System.

In the national context, two-year institutions are considered leaders in innovation and use of technology in instruction. Oklahoma's community colleges are no different in that respect, and the data indicate a strong distance learning effort within the community college tier. More than half of distance education student enrollments are in community colleges. While the community college tier leads the others, individual campuses have also been recognized as leaders in electronic delivery. Data show that Tulsa Community College generated the most student credit hours using distance education (21,029). The course subject areas from community colleges were diverse, and covered most areas of general education, business, and social science.

Data also indicate areas for improvement. As a State System, more could be done to extend access to students through more distance learning opportunities. There is an unmet demand for select programs; some disciplines and degree programs are less available than others.

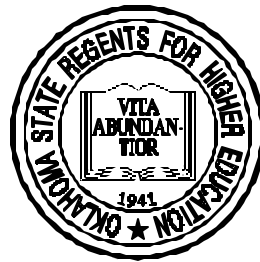
Distance learning offerings would benefit from additional resources targeted to improving the quality of online services to distance learners.

Recommendations related to electronic media offerings are provided below.

- The State Regents should continue to encourage the use of distance learning technologies to meet the needs of Oklahoma citizens and provide more flexible learning options.
- Investments in faculty development to better utilize the technologies should also be encouraged.
- State Regents' policies related to electronic media should continue to be monitored to ensure that they provide the right balance of quality assurance, flexibility, and responsiveness.

- Extensive distance learning programs require significant resources. Further growth and success among colleges and universities in Oklahoma is contingent upon effective collaboration. The State Regents' Online College of Oklahoma (OCO) should be affirmed as the primary collaborative effort related to distance education, and as resources are available, it should be strengthened to better meet the needs of member institutions and the students they serve. The competitive advantage held by the OCO and Oklahoma institutions through earlier progress and efforts will disappear without additional attention and support.

Learning Site Report



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Learning Site Report

2000-2001

BACKGROUND/ POLICY ISSUES

The State Regents contracted with the National Center for Higher Education Management Systems (NCHEMS) to conduct a statewide needs assessment and to provide assistance with policy and guideline development. NCHEMS found that 93 percent of the state's population is within 30 miles of an existing campus or site. However, this study also found that 63 of Oklahoma's 77 counties had unmet higher education needs of some type. The State Regents adopted the Learning Site Policy in April 1999. Twenty-five state college and university campuses and the two higher education centers were designated as official learning sites. An additional pilot site was initiated in Ponca City under the leadership of Northern Oklahoma College.

The policy calls for the State Regents to specify data needed to ensure that academic quality is maintained. In addition, the policy requires system accountability through a set of indicators that show the extent to which the state's improvement goals are being met and provide a basis for monitoring the progress toward achieving educational goals set by the State Regents.

As incentive to build the infrastructure necessary to import courses at the learning sites, the State Regents allocated "receive site" funds in the amount of \$2.6 million for FY 1999 and FY 2000. Institutions submitted plans detailing the expenditures that would be used to import courses. State System institutions received \$100,000 each year, Ardmore Higher Education Program and McCurtain County Higher Education Program received \$50,000 each year, and the pilot site in Ponca City received \$200,000 each year. The same method of funding was utilized in FY 2000 and FY 2001.

A survey was conducted in fall 2000 to determine the effectiveness and activity of Oklahoma's learning sites, including how receive site incentive money was spent and the number of courses imported. It was determined after the 1998-2000 report was compiled that the information would be collected through the Annual Report and Academic Plan.

METHODOLOGY

The Learning Site Accountability Report, included in the annual Institutional Academic Plan, requires a variety of responses. The required responses include a list of received courses, methods of determining employer needs and student demands, student and faculty satisfaction, and a detailed list of expenditures. Summarized responses, by institution and center, are provided on the following pages.

FINDINGS

Courses and Programs Imported (Table 1 and Institutional Summaries)

The learning sites in Ponca City and Ardmore were the top two importers of courses.

- Ponca City Learning Site imported 154 courses from Northern Oklahoma College (NOC), Northwestern Oklahoma State College (NWOSU), Oklahoma State University (OSU), the University of Central Oklahoma (UCO), Cameron University (CU), Northeastern State University (NSU), Rogers State University (RSU), and the University of Oklahoma (OU). The majority of these courses were

in business, business management, and marketing.

- The Ardmore Higher Education Program (AHEP) imported 96 courses from Murray State College (MSC), East Central University (ECU), Southwestern Oklahoma State University (SWOSU), and OSU-OKC. Many of these courses were in education, psychology, and sociology.
- WOSC imported 60 courses from SWOSU and CU in support of 4 master's programs and one baccalaureate program in nursing.
- McCurtain County Higher Education Program (MCHEP) imported 48 courses from ECU, Eastern Oklahoma State College (EOSC), and Southeastern OSU (SEOSU). A great number of these courses were in library science, education, and nursing.

Determining and Meeting Educational Needs (Institutional Summaries)

Learning sites used a variety of methods to determine local need, including those listed below.

- Employer and employee surveys were sent to area businesses, designed to determine student needs.
- Sites communicated with high schools to determine student needs and the best method of electronic delivery.
- Site representatives met with representatives of area business, industry, and educational institutions to determine area needs.
- Sites worked with other institutions to determine the availability of programs to be imported to meet local needs.

Student Satisfaction with Instruction, Facilities, Academic Support Services, Technology, and Value (Institutional Summaries)

Overall, students reported satisfaction with access and instruction. Some students have expressed frustration with specific technology issues; however, most students appreciate receiving courses at a convenient site. At one institution, surveys were conducted using the same method as in traditional classrooms. The results indicated that students receiving Compressed Video courses were slightly less satisfied than traditional students. At another institution, students enrolled in ITV and Telecourses expressed positive reviews concerning content, delivery, accessibility, and selection.

Faculty satisfaction with facilities, services, and technology (Institutional Summaries)

In general, faculty members are enthusiastic and recognize the utility and effectiveness of using technology to provide a variety of physical settings for communication with students. Many faculty members felt the needs of the students were being met and most problems were related to technology. At one institution, 22 percent of faculty members rated the facilities as excellent; 44 percent, good; 28 percent, adequate; and 6 percent, inadequate. When rating technology, only 17 percent rated it good; 32 percent, adequate; and 8 percent, intolerable.

Expenditure of Learning Site Allocations for 2000 and 2001 (Institutional Summaries)

Overall, money was spent on equipment, telephone/data lines, support personnel, supplies, and marketing. Of the 28 sites reporting, 18 (64.3 percent) spent all (some spent additional funds) of the learning site dollars allocated; 8 (28.6 percent) showed no accountability or a specific dollar amount; and only 2 (7.1 percent) spent less than the funds allocated.

Table 1
Learning Site Report
Course Summary

<u>Institutions</u>	<u>Course Level</u>								<u>Total</u>	<u>Percent</u>
	<u>00</u>	<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>Unk</u>		
OU	0	0	0	0	1	1	2	1	5	0.6%
OSU	0	1	0	0	1	2	1	98	103	12.8%
Comprehensive	0	1	0	0	2	3	3	99	108	13.5%
ECU	0	0	0	0	1	18	1	0	20	2.5%
NSU	0	0	0	0	0	0	0	2	2	0.2%
NWOSU	0	0	0	0	1	16	0	0	17	2.1%
RSU	0	0	0	3	0	1	0	1	5	0.6%
SEOSU	0	1	2	6	13	8	0	2	32	4.0%
SWOSU	1	6	12	0	2	1	0	2	24	3.0%
UCO	0	0	0	0	0	0	0	0	0	0.0%
CU	0	1	7	0	0	13	0	1	22	2.7%
OPSU	0	0	0	0	0	0	0	5	5	0.6%
USAO	0	0	0	2	1	37	0	0	40	5.0%
LU	0	0	0	9	10	2	0	0	21	2.6%
Regional	1	8	21	20	28	96	1	13	188	23.4%
CASC	0	0	0	18	13	0	0	0	31	3.9%
CSC	0	0	2	1	2	0	0	0	5	0.6%
MSC	0	0	0	0	0	0	0	2	2	0.2%
EOSC	0	0	0	0	0	0	0	0	0	0.0%
NEOA&M	0	0	0	7	4	0	0	0	11	1.4%
NOC	0	6	14	0	0	5	0	0	25	3.1%
OKCCC	0	2	4	6	3	0	0	0	15	1.9%
RCC	0	0	3	8	9	12	0	0	32	4.0%
RSC	0	0	0	0	3	1	0	0	4	0.5%
SSC	0	0	0	0	0	0	0	21	21	2.6%
TCC	0	0	0	0	0	1	0	1	2	0.2%
WOSC	0	1	1	7	0	37	0	14	60	7.5%
Two-Year	0	9	24	47	34	56	0	38	208	25.9%
ARDMORE	1	16	13	16	14	36	0	0	96	12.0%
MCCURTAIN	0	1	5	13	9	20	0	0	48	6.0%
PONCA CITY	3	26	28	37	21	36	2	1	154	19.2%
Learning Centers	4	43	46	66	44	92	2	1	298	37.2%
Total	5	61	91	133	108	247	6	151	802	100.0%
Percent	0.6%	7.6%	11.3%	16.6%	13.5%	30.8%	0.7%	18.8%	100.0%	

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Institutional Summaries

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
OU	<p>Received from OSU- Stillwater AME 6970 Nonlinear Sys Anal ECE 6973 Advanced VLSI IE 5423 Adv Engineer Econ</p> <p>Received From SEOSU CE 4863G Environmental Impact Assess. Collaborated with the University of Ottawa on American Indian/Aboriginal Law seminar.</p>	<p>These processes are handled at the department or college level. Under this organizational structure, the College of Continuing Education Televised Instruction Office (TIO) operates as a non-appropriated consultative and services support agency with a mindset of supporting the client in the fulfillment of the client's mission.</p> <p>Within the College of Continuing Education, the Center for Public Management works with state and federal agencies in deploying distance-learning technologies to fulfill training requirements of an office and human resources nature.</p>	<p>Currently the departments develop and administer evaluations at the end of each semester.</p> <p>Sensitivities surrounding instructor performance mean that the departments have become reticent in sharing these evaluations with TIO.</p> <p>TIO is therefore reviving separate technology evaluation forms and implementing them in the fall.</p>	<p>Mixed reviews on the conversion from full-motion to H.323 course delivery.</p> <p>H.323 technology allows greater access to more learning sites; however, the quality of the connections is not up to previous standards.</p> <p>Course sessions at specific times of day tend to experience slowdowns.</p>	<p>6 Team Station room-based codecs</p> <p>20 Intel Proshare desktop videoconferencing systems</p> <p>1 Polycom ViewStation room-based codec</p> <p>2 Polycom ViaVideo desktop</p> <p>20 desktop videoconferencing units for off-site students</p>

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
OSU	<p><u>Programs received from OSU-OKC</u> <i>Associate Degrees</i> Police Science Drug Abuse and Counseling Sign Language Public Services <i>Assoc in Applied Science</i> Municipal Fire Protection Emergency Med Services Police Science <i>Certificate Program</i> Firefighter I Certificate <i>Individual Courses</i> HRT 1163, Bilingual Horticulture</p> <p><u>Programs Received From NEOAMC</u> <i>Associate Degree</i> Medical Office Assistant <i>Certificate Program</i> Medical Office Assistant</p> <p><u>Programs Received from WOSC</u> <i>Associate Degree</i> General Studies</p> <p><u>Courses offered, various locations</u> Plant Path 5000 PHYS 6010 (Adv. Grad. Seminar) ECEN 5263 (VLSI Dig Sys Design) FPST 4050</p> <p><u>OSU-Tulsa</u> (A total of 98 courses supporting 28 Degree programs were received at this site)</p>	<p>A "needs assessment" was conducted during the summer of 2001 of over 600 individual learners and over 60 employees in OSU's service area. As a result of the survey conclusions, marketing has been conducted through 1) newspapers, 2) the Internet, 3) email, and 4) direct mail brochures. Communication is between each Stillwater program coordinator with the learning site host coordinator.</p>	<p>Those that have completed courses and evaluations expressed frustration with specific technology issues; however; most appreciate receiving courses at a convenient site.</p>	<p>Faculty experienced some frustration with ITV technology. Because of this the school acquired more courses through CD-ROM, video streaming, and the WEB.</p>	<p>Salaries \$18,740.00 Survey 6,000.00 Supplies 1,595.00 Equipment 6,775.00 Travel 300.00 Communication 125.00 Advertising <u>3,885.00</u> \$37,420.00</p>

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent thereceive site funding.												
ECU	<p><u>Received from CU</u> <i>Program: MBA</i> ACCT 5243 Accounting for Mgmt. BUS 5963 Cur Issues in H/R Mgmt. FIN 5113 Microeconomics FIN 5613 Managerial Finance BUS 5963 Evolution of Marketing Sys BUS 5983 Applied Bus Strategies BUS5103 Applied Bus Stats MKTG 5513 Contemporary Marketing BUS 6963 Global Bus Today MGMT 5443 Cur Issues in Org Design MGMT 5853 Mgmt Info Sys</p> <p><u>Received from OUHSC</u> <i>Program: MS Nurse Practitioner</i> NRSB 5843 PHC for Children NRSB 5853 PHC for Children NRSB 5843 Health Promotion NRSB 5503 Applied Pathology NRSB 5010 Clinical Pharmacy NRSB 5833 Foundation of Family NRSB 5873 PHC Women Practicum NRSB 5863 PHC Women</p> <p><u>Received from UCO</u> TESL 4113 Teaching Reading</p>	<p>ECU employs several approaches to determine employer needs. The office of Academic Affairs, the Center of Continuing Education and Community Services, the Graduate School, and the Learning Site/ITV Coordinator work with their counterparts at other universities to determine the availability of programs to be imported to meet local needs. The President, the Dean of the School of Business, and the Vice President for Academic Affairs regularly interact with community business leaders and members of the Chamber of Commerce to determine local market needs. The university responds directly to contacts from local employers who request courses and/ or training to improve their employees' skills. Consequently, ECU hosts MBA programs from CU and SEOSU. The dean of the School of Education and Psychology interacts with public school superintendents and with Head Start directors to determine needs that ECU cannot meet with its existing programming mix.</p> <p>Student demand is solicited in numerous ways. Student satisfaction surveys administered on campus through the Assessment Center provide information about current student needs that are unmet. The various offices on campus with responsibility for learning site activities receive direct calls from students throughout the University's service area, and respond to each.</p>	Information not provided by delivering institutions.	Information not provided by delivering institutions.	<p>Staff</p> <table border="0"> <tr> <td>L/S/ITV</td> <td>\$18,691.00</td> </tr> <tr> <td>Student Wages</td> <td>11,881.00</td> </tr> <tr> <td>Equipment</td> <td>65,673.00</td> </tr> <tr> <td>Supplies</td> <td>2,790.00</td> </tr> <tr> <td>Misc Expenses</td> <td><u>965.00</u></td> </tr> <tr> <td>Total</td> <td>\$100,000.00</td> </tr> </table>	L/S/ITV	\$18,691.00	Student Wages	11,881.00	Equipment	65,673.00	Supplies	2,790.00	Misc Expenses	<u>965.00</u>	Total	\$100,000.00
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NSU	<p><u>Received from East Central University</u> Elementary Russian I Elementary Russian II</p>	<p>The Colleges of Business and Industry; Math, Science, and Nursing; Social and Behavioral Sciences; Arts and Letters; and Education host annual events in order to gain data from “needs assessment” surveys.</p> <p>The College of Mathematics, Science, and Nursing hosts a one-day off campus retreat where faculty discuss meeting employer needs. When new programs are developed the county area of employers are surveyed.</p> <p>The College of Social and Behavioral Sciences surveys graduates of each program, following their graduation. Most of these individuals are by then in the workforce and they provide them with valuable information regarding employer needs. The responses are used in assessing the relevancy of academic programs.</p> <p>Several programs of the College of Social and Behavioral Sciences, including counseling, psychology, and social work, have active internships, which use professionals in the field to supervise students.</p> <p>The college of Social and Behavioral Sciences is establishing advisory committees for each of the broad degree areas. Each committee is composed of professionals working in the field.</p> <p>The College of Education receives comments from an end of the year survey report on the Residency year.</p>	<p>Generally, students agreed with most of the statements in all areas of the course satisfaction survey. Questions in which students ranked “strongly agreed” versus “agree with” include attention in class, instructor availability, encouragement to become more involved, instructor speaking to me, feeling a part of the class, ease of monitor vision, ease of microphone use, easy to read visuals, enrollment procedures, and classroom accessibility. Students also indicated (64 percent) that technical problems interfere with learning in the ITV classroom.</p>	<p>Faculty are surveyed at the conclusion of each semester to determine their satisfaction with the ITV receipt and delivery of courses in the areas of facilities, services, and technology.</p> <p>Results of the faculty survey indicate that 22 percent of the faculties believed our instruction facilities were excellent, 44 percent believed facilities were good, 28 believed they were adequate, and 6 percent believed they were inadequate.</p> <p>Seven percent of the faculty believed the technology was excellent, 17 percent believed the technology was good, 32 percent believed the technology was adequate, 32 percent believed the technology was inadequate, and 8 percent believed that it was intolerable.</p>	<p><u>Expenditure</u></p> <table border="0"> <tr><td>Salaries</td><td>\$21,645.00</td></tr> <tr><td>Other Wages</td><td>6,722.07</td></tr> <tr><td>Benefits</td><td>2,205.26</td></tr> <tr><td>Operating Exp</td><td>3,459.26</td></tr> <tr><td>Travel</td><td>2,921.18</td></tr> <tr><td>Equipment</td><td><u>8,078.15</u></td></tr> <tr><td>Total</td><td>\$45,030.92</td></tr> </table> <p><u>Encumbrance</u></p> <table border="0"> <tr><td>Salaries</td><td>\$0.00</td></tr> <tr><td>Other wages</td><td>\$0.00</td></tr> <tr><td>Staff Benefits</td><td>\$0.00</td></tr> <tr><td>Operating Exp</td><td>\$952.66</td></tr> <tr><td>Travel</td><td>\$399.35</td></tr> <tr><td>Equipment</td><td><u>\$4530.40</u></td></tr> <tr><td>Total</td><td>\$5,882.41</td></tr> </table> <p><u>Requested/Unencumbered</u></p> <table border="0"> <tr><td>Salaries</td><td>\$26,645.00</td></tr> <tr><td>Other Wages</td><td>\$6,722.07</td></tr> <tr><td>Staff Benefits</td><td>\$35,572.33</td></tr> <tr><td>Operating Exp</td><td>\$ 0.00</td></tr> <tr><td>Travel</td><td>\$0.00</td></tr> <tr><td>Equipment</td><td><u>\$42,392.00</u></td></tr> <tr><td>Total</td><td>\$111,331.40</td></tr> </table> <p>Total \$162,244.73</p>	Salaries	\$21,645.00	Other Wages	6,722.07	Benefits	2,205.26	Operating Exp	3,459.26	Travel	2,921.18	Equipment	<u>8,078.15</u>	Total	\$45,030.92	Salaries	\$0.00	Other wages	\$0.00	Staff Benefits	\$0.00	Operating Exp	\$952.66	Travel	\$399.35	Equipment	<u>\$4530.40</u>	Total	\$5,882.41	Salaries	\$26,645.00	Other Wages	\$6,722.07	Staff Benefits	\$35,572.33	Operating Exp	\$ 0.00	Travel	\$0.00	Equipment	<u>\$42,392.00</u>	Total	\$111,331.40
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NWOSU	<p><u>Programs received from OSU</u> Master's in Engineering Master's in Tel-Com Mgmt Master's in Business Administration</p> <p><u>Programs received from OU</u> Master's in Library Media</p> <p><u>Programs received from SWOSU</u> Master's in Business Admn</p> <p><u>Programs received from Cameron</u> Master's in Business Administration</p> <p><u>Courses received from OSU</u> LBS 5163 Legal Environment of Bus FIN 5223 Investment Theory MKTG 5220 Product Development ACCT 5103 Fin Accounting TCOM 5113 Industry Overview MKTG 5993 Marketing E-Commerce MKTG 5133 Marketing Mgmt FIN 5053 Theory of Fin Mgmt FIN 5763 Mgmt of Fin Price Risk</p> <p><u>Courses received from OU</u> LIS 5043 Org of Info Courses received from SWOSU ECONO 4563 Managerial Economics MNGMT 5643 Adv Quantative Methods ACCTG 5633 Fin Accounting ECONO 5653 Adv Managerial Econ MNGMT 5533 Management Behavior MNGMT 5923 Bus Strategy & Policy ECONC 5763 Advanced Bus Stats</p>	<p>Survey sent to employers and employees to solicit information about education needs and student demands.</p> <p>Student petitions for courses and programs were considered.</p>	<p>Overall satisfaction seems to be good.</p> <p>Concerns focus on limited faculty contact and assistance.</p> <p>Also concerned about technology and related communication programs with faculty in the classroom.</p>	<p>Satisfaction with facilities, services, and technology.</p> <p>Rated facilities as excellent, services as good, and technology as fair to good.</p>	<p><u>Enid Campus</u> Salaries Dean \$9,237.00 Secretary 2,213.00 Librarian 3,755.00 Student Services 4,145.00 Systems Analyst 3,739.00</p> <p><u>Woodward Campus</u> Salaries Academic Support \$6,270.00 Secretary 2,640.00</p> <p><u>Alva Campus</u> Salaries Dean \$4,716.00 Technician 1,989.00 Studio Expansion at all 3 sites \$113,370.00</p> <p>Total Expenses \$152,074.00</p>

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RSU	<u>Received from NSU</u> EDUC 5513 Theory Public School FIN 3213 Principles of Finance MGMT Human Resource Mgmt. MKT 3323 Consumer Behavior EDUC 3313 Clinical Teaching	Surveys conducted with employers to determine current and future needs. Communicates with high schools to determine needs for concurrent courses as well as the best medium of electronic delivery.	Surveys were conducted using the same method as in the traditional classroom. The results indicated that the students receiving Compressed Video courses were slightly less satisfied than traditional students.	Results of the faculty survey indicate that they were somewhat satisfied with the facilities, design of program, and technology support. Facilities received the lowest ratings.	Facilities \$73,184.00 H.323 upgrades 93,952.00 Conference Rm. <u>19,876.00</u> 2-year total \$187,012.00

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SEOSU	<p><u>Received courses from ECU (Fall 98-Spring 01)</u> NRSRG 3883.3 Nursing Research NRSRG 4985.5 Seminar Nursing NRSRG 3333.3 Cont Pro Nursing LIBSC 3003 Found of Librarianship NRSRG 4186 Community Health LIBSC 3023 Reference Materials LIBSC 3113 School Library NSRG 4516 Comp Clinical Nursing NSRG 4374 Adaptation in Aging NRSRG 7564 Physical Assessment LIBSC 5923 Young Adult Literature LIBSC 5133 Material Selection NRSRG 1142 Intro to Pro Nursing NRSRG 2105 Nursing Process NRSRG 4186 Comm. Health & Sup NRSRG 2223 Physical Assessment LIBS 5233 Reference Materials LIBS 5113 School Library</p> <p><u>Received from OU</u> LIS 5033 Foun of Info Studies LIS 5523 Database Searching LIS 5353 Sel of Print & Non-print LIS 5143 Science and Tech Info Sys</p> <p><u>Received from OSU</u> TIED 4214 Safety Org in Mgmt TIED 4344 Trade Analysis Intro TIED 4130 Instructional Practices</p> <p><u>Received from UCO</u> OCTED 4203 History of Philosophy OCTED 3023 Intro to Trade. OCTED 4222 Safety in Occupational OCTED 4762 Managing Occup & Tech OCTED 4242 Org & Admn of Health OCTED 4853 Meth of Teaching Tech</p> <p><u>Received from RSC</u> DEQ Dept of Environ Quality</p>	<p>Employer needs have mainly been addressed through the Center of Economic Development and partnerships.</p> <p>This system is capable of delivering and receiving information from employers via the OneNet telecommunication system.</p>	<p>Students indicate that they are pleased with the instruction, facilities, academic support, technology, and convenience provided by distance learning.</p> <p>Overall, students felt that they have received a quality education through distance learning.</p>	<p>Some feel it stifles creativity in the classroom; however, they feel the program provides a necessary service.</p>	<table border="0"> <tr><td>Salary/Benefits</td><td>\$80,207.00</td></tr> <tr><td>Equipment</td><td>5,397.00</td></tr> <tr><td>Equipment Repair</td><td>3,539.00</td></tr> <tr><td>Supplies</td><td>9,631.00</td></tr> <tr><td>Travel</td><td>2,110.00</td></tr> <tr><td>Telephone Exp.</td><td>3,954.00</td></tr> <tr><td>Postage</td><td>394.00</td></tr> <tr><td>Contractual Services</td><td>39.00</td></tr> <tr><td>Other Expenses</td><td>1,210.00</td></tr> <tr><td>Printing</td><td>1,851.00</td></tr> <tr><td>Membership</td><td>105.00</td></tr> <tr><td>Total</td><td>\$108,437.00</td></tr> </table>	Salary/Benefits	\$80,207.00	Equipment	5,397.00	Equipment Repair	3,539.00	Supplies	9,631.00	Travel	2,110.00	Telephone Exp.	3,954.00	Postage	394.00	Contractual Services	39.00	Other Expenses	1,210.00	Printing	1,851.00	Membership	105.00	Total	\$108,437.00
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SWOSU	<p>Received from Redlands ECE 2183 Early Childhood Language ECM 2133 Childhood Personal Dev ECE 2173 Assessment ECE 2173 Cognitive Skills COM 1213 American Sign Language ECM 2423 Managing Diversity ART 1033 Arts & Crafts ECE 2023 Nutrition/ Health & Safety EC 2103 Special needs children CD 1784 Assessment CD 2057 EDU child/ special needs CD 2071 Creative Arts CD 1722 Nutrition CD 1776 Seminar in Portfolio Dev CD 1772 Sign Language I & II</p> <p>Received from UCO TESL 5143 Teaching Reading OCTED 4233 Curriculum Design EL ED 4113 Teaching English</p> <p>Received from RSC DEQ Water Management DEQ Waste Water Management</p> <p>Received from USAO DFED 0971 American Sign Lang</p> <p>SAYRE CAMPUS</p> <p>Received from Redlands CJ2443 Criminal Law CJ2353 Adm. Correctional Inst CJ2363 Environmental Security</p>	<p>Students are surveyed and responses are investigated.</p> <p>Remote sites are visited and students and administrators and interviewed.</p> <p>Regional employers are accessed through Southwestern Oklahoma Development Authority.</p>	<p>Students enrolled in ITV and Telecourse classes had the most positive reviews concerning content, delivery, accessibility, and selection.</p> <p>Overall, university support ranked very high.</p>	<p>Generally satisfied with the telecourse system, including the content and design of purchased courses.</p> <p>In the ITV classrooms the main faculty dissatisfaction concerned mobility. Because of fixed microphone positions and the tracking capability of the cameras, the instructor felt rooted in place.</p>	<table border="0"> <tr> <td>Equipment</td> <td>\$28,019.00</td> </tr> <tr> <td>Salary</td> <td>22,481.00</td> </tr> <tr> <td>Facilities & Equip</td> <td><u>152,100.00</u></td> </tr> <tr> <td>Total</td> <td>\$202,600.00</td> </tr> </table>	Equipment	\$28,019.00	Salary	22,481.00	Facilities & Equip	<u>152,100.00</u>	Total	\$202,600.00
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UCO	No Info Available	<p>Monitor needs and satisfaction of employers to determine if access to education is adequate.</p> <p>Information is gathered through a variety of task forces and committees.</p> <p>Student demand and satisfaction are determined through annual student surveys and individual student feedback.</p>	<p>Most students thought the courses were professional and provided an organized approach to learning.</p> <p>Overall, students are satisfied with the library, facilities, and equipment.</p>	<p>Felt the needs of the students were being met with some effort from faculty.</p> <p>Most problems associated with technology related to learning the systems quickly.</p>	<table border="0"> <tr><td>Marketing</td><td>\$15,000.00</td></tr> <tr><td>Material</td><td>55,000.00</td></tr> <tr><td>Equipment</td><td>196,320.00</td></tr> <tr><td>OneNet Fees</td><td>60,000.00</td></tr> <tr><td>Support</td><td><u>103,500.00</u></td></tr> <tr><td>Total</td><td>\$429,820.00</td></tr> </table>	Marketing	\$15,000.00	Material	55,000.00	Equipment	196,320.00	OneNet Fees	60,000.00	Support	<u>103,500.00</u>	Total	\$429,820.00
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CU	<p><u>Received from East Central University</u> EDUC 5413 Intro to Counseling EDPSY 5163 Cog & Behavior Theories EDUC 5573 Public School Finance EDUC 5983 Crisis Intervention EDUC 5053 Middle School Philosophy EDUC 5533 Fund of Pub School Admn EDUC 5723 Legal Aspects of Edu EDPY 5362 Career Development EDUC 5453 Development Guidance EDUC 5533 Fund in P/S Admn EDUC 5713 Admn of Federal Programs EDPSY 5142 Intro to School Psych EDPSY 5433 Theories of Counseling</p> <p><u>Received from OSU-OKC</u> CA 1113 Helping Skills CA 2213 Intro to Group Dynamics CA 2323 Seminar CA 2233 Chemical Abuse/ Families FIRE 2233 Fire Investigation FIRE 2403 Safety Mgmt Techniques ALSI Intro to American Sign CA 2243 Practicum I CA 2253 Practicum II</p>	<p>Created a proactive philosophy on community interaction and economic development.</p> <p>Sponsored meetings and provided a venue for business and industry programs.</p> <p>Worked to improve service for military families.</p>	No Info Available	No Info Available	No Info Available

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the received site funding.																		
OPSU	<u>Received courses from OSU-OKC</u> Commonalities in Nursing Advanced Nursing Adult Nursing Training for Water/Wastewater/landfill/Septic Installers <u>Received program from NWOSU</u> Masters in Education <u>Received program from SWOSU</u> Masters in Business	"Needs assessment" forms have been mailed to students. Visit companies to assess their needs.	No current information available. A student satisfaction survey is now available and is being implemented in 2000-2001.	No current info available. A faculty survey is being implemented in 2000-2001.	<table border="0"> <tr><td>Salaries</td><td>38,000.00</td></tr> <tr><td>Student Wages</td><td>8,000.00</td></tr> <tr><td>Benefits</td><td>11,715.00</td></tr> <tr><td>Supplies</td><td>11,500.00</td></tr> <tr><td>Travel</td><td>1,000.00</td></tr> <tr><td>Communications</td><td>2,150.00</td></tr> <tr><td>Contractual Services</td><td>4,900.00</td></tr> <tr><td>Equipment</td><td><u>22,735.00</u></td></tr> <tr><td>Total</td><td>\$100,000.00</td></tr> </table>	Salaries	38,000.00	Student Wages	8,000.00	Benefits	11,715.00	Supplies	11,500.00	Travel	1,000.00	Communications	2,150.00	Contractual Services	4,900.00	Equipment	<u>22,735.00</u>	Total	\$100,000.00
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USAO	<p>Received Courses from SWOSU EDUC 5983 Public School Law COUNS 5503 School Guidance COUNS 5513 Intro to Counseling EDUC 5233 Curriculum Planning EDPSY 5723 Psych of Learning EDUC 5113 Intro to Research COUNS 5513 Intro to Counseling COUNS 5373 Family Counseling COUNS 5503 School Guidance EDUC 5983 Public School Law EDUC 5313 School Administration PSYCH 5743 Psych of Counseling COUNS 5213 Comm. Counseling EDUC 5912 Legal Aspect/Public Scl. PSYCH 5733 Psych of Childhood PSYCH 3433 Adolescent Psych EDUC 5813 Supv of Instruction MATH 5593 Tests and Measurements NURS 4093 Epidemiology</p> <p>Received from CU BUS 5963 Managerial Economics FIN 5613 Managerial Finance BUS 5983 Applied Business Strategy ENGL 5003 English for Grad Students ACCTG 3023 Intermediate Accounting ACCTG 5243 Accounting for Mgmt BUS 5103 Applied Business Stats ACCTG 5033 Financial Accounting BUS 5963 Legal and Ethical Envir. BUS 5983 Current Issues in Mgmt BUS 5103 Applied Business Strategy ECON 5113 Microeconomics BUS 5513 Resource Mgmt MKTG 5513 Contemporary Marketing</p> <p>Received From UCO OCTED 5213 History and Philosophy OCTED 5172 Health Education OCTED 5913 Curriculum Design LME 5033 Learning Theory</p>	This is primarily accomplished by monitoring course enrollments. In addition an administrator makes personal calls to the offices of human resources at all the area's major employers. USAO also relies on the market research of sending institutions.	Most comments on student survey's were positive regarding the instructor, facilities, academic support and value.	Most instructors were pleased with the facilities, services and technology.	<p>Salaries Director of Tech. \$19,849.75 Academic Affairs 5,770.45 Dir of Admissions 17,674.50 Fiscal Support 7,274.40 Financial Aid Supt 6,634.70 Test Proctor 2,000.00 Work-Study 11,735.00</p> <p>Maintenance General 3,000.00 Marketing 3,000.00 Postage 200.00 Equipment <u>35,869.52</u> Total \$113,008.32</p>

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LU	<p>(Courses are transmitted between the 3 Langston campuses) <u>Received at Langston from Tulsa</u> HA3433 Case Management NR3433 Case Management ED4001 Seminar Portfolio GR3433 Case Management GR4533 Case Management II HA4533 Case Management II NR4533 Case Management II NR4334 Childrearing Family Nursing ED3403 Integrated Language Arts ED3413 Math and Science I ED3423 Math and Science II ED4004 Stress and Less Stress</p> <p><u>Received at Langston From OKC</u> CJ4001 Criminal Justice Seminar CO3113 Probation and Parole CJ3263 Police Administration</p> <p><u>Received at OKC from Langston</u> MG4753 International Management MG4703 Business Policy and Strategy ED5203 Phil & Prin Urban Education MG3763 Principles of Marketing MG4703 Business Policy and Strategy</p> <p><u>Received at Langston and OKC from Tulsa</u> ED5883 Seminar Intro Grad Studies</p>	<p>The university is meeting employer needs through its learning sites by offering quality instruction during the day and evening in criminal justice, education, psychology, health care administration, nursing, business, urban education, rehabilitation counseling, and selected seminars and workshops.</p> <p>Each spring, the university surveys surrounding communities to assess their educational needs so that they can be better served. The learning sites provide an extended arm to take education to various communities.</p> <p>The ability to collaborate with other institutions by transmitting and receiving instruction enhances LU's ability to better serve student demands.</p>	<p>Student ratings of the learning site in Oklahoma City range from satisfied to very satisfied, while the student ratings on the main campus range from somewhat satisfied to very satisfied. These ratings imply that the students on both campuses are pleased with the instruction they are receiving through the electronic media.</p>	<p>The learning site classrooms are attractive and conducive to teaching and learning. The faculty has enjoyed using the classroom to transmit and receive instructions. With the availability of a full-time technician on duty, instructors have established a comfort zone in using the classroom technology.</p> <p>The instructors have expressed satisfaction with the training and practice time that they receive prior to live transmission. In many cases, they are trained one semester in advance.</p> <p>Continuous maintenance and fewer problems have also made the interactive television process satisfying to those who use the technology.</p>	<p>The Learning site funds were used to upgrade existing H.323 units to Polycom VS400 technology at LU's learning sites.</p>

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
CASC	<p>Received from Northeastern State</p> <p>BIOL 3324 Pathophysiology Blaw 3003 Business Law I CRJ 3083 Criminal Procedure CRJ 4253 Juvenile Justice EDUC 3313 Clinical Teaching FIN 3213 Principles of Finance MGMT 3138 Principles of Mgmt MGMT 4113 Human Resource Mgmt MKT 3323 Consumer Behavior MURS 3003 Professional Nursing NURS 3053 Health Assessment NURS 3205 Family Health Nursing NURS 4103 Research in Nursing NURS 4215 Leadership in Nursing NURS 4115 Leadership Experience SPed 4133 LD and Cognitōn SpEd 4433 Intro Ed, ExcepChild NURS 3373 Mental Health Nursing NURS 4115 Community Nursing NURS 4115 Comm Health Nurse SpEd 3112 Mental Retardation SpEd 4063 Behavior Mgmt SpEd 4433 Intro Edu Excep Child MKT 3663 Retail Management MKT 3213 Principles of Marketing CRJ 4223 American Court Sys CJR 3543 CJR Computer App ECON 3013 Money and Banking ACCT 3123 Cont. Business Ana EDUC 3313 Clinical Therapy MGMT 4213 Business Policy</p>	No Info Available	No Info Available	No Info Available	<p>1999-2000</p> <p>Wages \$18,061.51 Benefits 3,417.27 Travel 3,066.60 Supplies/Other 21,196.58 Equipment 20,321.48 Capital Exp. <u>103,827.21</u> Total \$169,890.00</p> <p>2000-2001</p> <p>Wages \$24,748.17 Benefits 5,078.72 Travel 7,304.50 Supplies/Other 29,920.39 Equipment 18,970.71 Capital Exp <u>28,127.27</u> Total \$114,150.27</p>

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.																		
CSC	<p>Courses received from CASC PHYS 2015 Engineering Physics I PHTS 2215 Engineering Physics II</p> <p>Courses received from UCO OCTED 4913 Safety and Mgmt OCTED 4853 Teaching Occup Ed</p> <p>Courses received from OSU ANSI 3423 Animal Genetics</p>	<p>Student requests for specific courses or programs are forwarded to the Director of Distance Education.</p> <p>Institutions may also contact the director to request classes.</p> <p>Workshops and meetings with the community have been offered.</p>	No Info Available	No Info Available	<table border="0"> <tr><td>ITV rooms</td><td>\$52,644.00</td></tr> <tr><td>Replace codecs</td><td>12,238.00</td></tr> <tr><td>Replaced chairs</td><td>1,125.00</td></tr> <tr><td>Monitors</td><td><u>4,000.00</u></td></tr> <tr><td>Total Equip</td><td>\$70,007.00</td></tr> <tr><td>Salary Director</td><td>\$26,961.00</td></tr> <tr><td>Wages to students</td><td><u>3,090.00</u></td></tr> <tr><td>Total Wages</td><td>\$30,051.00</td></tr> <tr><td>Total</td><td>\$100,058.00</td></tr> </table>	ITV rooms	\$52,644.00	Replace codecs	12,238.00	Replaced chairs	1,125.00	Monitors	<u>4,000.00</u>	Total Equip	\$70,007.00	Salary Director	\$26,961.00	Wages to students	<u>3,090.00</u>	Total Wages	\$30,051.00	Total	\$100,058.00
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MSC	<p>Course in agriculture from CASC</p> <p>Course in Education from OU</p>	Needs and demands are ascertained using course and faculty evaluations, advisory committees, student/faculty liaison meetings, overall program evaluations, clinical agency employee evaluations, faculty evaluations of specific courses, and individual conferences with students.	Results of student evaluations indicate that students are generally satisfied with the facilities and quality of instruction.	70 percent use and support teaching with technology in the classroom.	<p>Salaries</p> <table border="0"> <tr><td>Distance Ed Cord</td><td>50%</td></tr> <tr><td>Comp Tech</td><td>50%</td></tr> <tr><td>Help Center Dir</td><td>20%</td></tr> <tr><td>Dir of Plan & Tech</td><td>10%</td></tr> <tr><td>Class Facilitators</td><td>100%</td></tr> <tr><td>Subtotal</td><td>\$52,460.00</td></tr> <tr><td colspan="2">Instructional Costs</td></tr> <tr><td>Software</td><td>\$1,500.00</td></tr> <tr><td>Supplies</td><td>1,000.00</td></tr> <tr><td>Studio Equip</td><td>35,000.00</td></tr> <tr><td>Upgrade</td><td><u>16,200.00</u></td></tr> <tr><td>Subtotal</td><td>\$53,700.00</td></tr> <tr><td>Total</td><td>\$106,160.00</td></tr> </table>	Distance Ed Cord	50%	Comp Tech	50%	Help Center Dir	20%	Dir of Plan & Tech	10%	Class Facilitators	100%	Subtotal	\$52,460.00	Instructional Costs		Software	\$1,500.00	Supplies	1,000.00	Studio Equip	35,000.00	Upgrade	<u>16,200.00</u>	Subtotal	\$53,700.00	Total	\$106,160.00
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EOSC	No Info available	No Info available.	No Info available.	No Info available.	No Info available.

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.																						
NEOAMC	Courses received from NSU EDUC 3313 Clinical Teaching NURS 3303 Professional Nursing NURS 3053 Health Assessment NURS 3205 Fam Health Nursing NURS 3373 Mental Health Nursing NURS 4103 Research in Nursing NURS 4115 Community Health NURS 4215 Leadership in Nursing NURS 4293 Prof Nursing Synthesis SOC 3323 Social Statistics SOC 3453 Ethnology /Amer Indian	Met with representatives from area business, industry, and educational institutions to inform them of the ability of the College to deliver educational courses to any location that has Internet services. Assessed needs based on meeting results.	Initial dissatisfaction with equipment. Overall satisfaction with program.	Very satisfied with program.	<table border="0"> <tr> <td colspan="2"><u>FY 1999</u></td> </tr> <tr> <td>TI Circuit Lease</td> <td>\$11,000.00</td> </tr> <tr> <td>Network Equip</td> <td>5,429.88</td> </tr> <tr> <td>ITV Equip</td> <td><u>72,632.72</u></td> </tr> <tr> <td>Total FY 1999</td> <td>\$89,062.60</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2"><u>FY 2000</u></td> </tr> <tr> <td>Marketing</td> <td>\$18,000.00</td> </tr> <tr> <td>ITV Equipment</td> <td>60,939.96</td> </tr> <tr> <td>TI Line</td> <td><u>7,000.00</u></td> </tr> <tr> <td>Total FY 2000</td> <td>\$85,939.96</td> </tr> </table>	<u>FY 1999</u>		TI Circuit Lease	\$11,000.00	Network Equip	5,429.88	ITV Equip	<u>72,632.72</u>	Total FY 1999	\$89,062.60	 		<u>FY 2000</u>		Marketing	\$18,000.00	ITV Equipment	60,939.96	TI Line	<u>7,000.00</u>	Total FY 2000	\$85,939.96
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NOC	<p><u>Received from WOSC</u> Program Computer Science Courses BMGT 2804 BMGT 2803 CS1223 CIS2432 CIS1413 BMGT 2814 CS 1233 CIS 2442 CIS 2452 CIS 2424.</p> <p><u>Received from OSU-OKC</u> Program Crime Victims Survivor Courses CVSS2123 CVSS 1103 CVSS 1113 CVSS 2113 CVSS2223 CVSS 2413 CVSS 2323 CVSS 2323 CVSS2513</p> <p><u>Received from RSC</u> Programs Court Reporting Courses CR 1503 Court Reporting.</p> <p><u>Received from NWOSU</u> Program Master's Degree in Community College Teaching Courses EDUC 5903 EDUC 5903 EDUC 5923 EDUC 5933 EDUC 5180</p>	Needs and demands are determined through meetings with business/industry contacts, advisory committees, consortiums, and educational representatives	<p><u>Instruction:</u> Most students are satisfied with ITV course instruction.</p> <p><u>Facilities:</u> Students are satisfied with the physical environment of ITV studios.</p> <p><u>Academic Support:</u> Students are very satisfied with Electronic Office hours, videotapes of all classes stored in the library, Learning Assistance Center's tutoring services, the Library system's conversion to an online system, and the two computer labs.</p> <p><u>Technology:</u> Students were typically dissatisfied with the technical aspects of ITV courses. (Issues have been addressed and solutions formulated).</p> <p><u>Value:</u> Most students feel that they are receiving an excellent education for the cost of tuition and the convenience of distance learning outweighs the technological glitches that can occur.</p>	<p><u>Facilities:</u> Faculty are satisfied with the physical facilities.</p> <p><u>Services:</u> Faculty rated services, including technical support, facilitators, courier, and clerical assistance, as excellent.</p> <p><u>Technology:</u> Faculty were generally satisfied with technology. There was some dissatisfaction when H323 was first initiated. However the problem has been corrected and the faculty is currently satisfied with the quality and reliability of the technology.</p>	Salaries: \$37,000.00 Utilities: 4,500.00 Supplies 5,000.00 Equipment: <u>51,500.00</u> Total \$98,000.00

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.								
OCCC	<u>Received From OU</u> ANTH 1113 ANTH 3893 ANTH 4813 COMM 3483 COMM 3513 ECE 2213 ENGL 4523 MATH 2213 PSY 1113 PSY 2113 PSY 2513 PSY 3203 <u>Received From UCO</u> FIN3563 SPCED 4123 TCHED 3023	In conjunction with four-year institutions, OCCC offers educational services to meet diverse individual needs. As a result, wide ranging educational opportunities are available for students interested in maximizing their only chance for success in the job market and for students planning to transfer to a four -year institution.	No Info available	No Info Available	Funds were spent on planning, instructional video services, library, computer lab, test center, printing/public relations, and physical plant and maintenance. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Salary</td> <td style="text-align: right;">\$43,800.00</td> </tr> <tr> <td>Equipment</td> <td style="text-align: right;">33,300.00</td> </tr> <tr> <td>Supplies</td> <td style="text-align: right;"><u>22,900.00</u></td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">\$100,000.00</td> </tr> </table>	Salary	\$43,800.00	Equipment	33,300.00	Supplies	<u>22,900.00</u>	Total	\$100,000.00
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RCC	<p><u>Courses received from SWOSU</u> EDAD 5513 Intro Counseling EDAD 5622 Human Relations EDPY 3413 Child Psych EDPY 5733 Adv Child Psych EDUC 2113 Found of Edu FIN 4013 Finance NURS 2212 Intro Pr Nursing EDAD 5973 Public School Fin EDAD 5983 Public School Law EDUC 4463 Children’s lit EDUC 3522 CMM Soc Stud Elem EDUC 3513 CMM Math Elem EDUC 5523 Career Education EDUC 5912 Legal aspects/ pub schools EDUC 3132 Exceptional Children NURS 4112 Nursing research NURS 3332 Applied Pharmacology NURS 4234 Community Health ACCT 3713 Cost Accounting ALHT 4093 Epidemiology COUN 5123 Community Counseling EDAD 5703 Adv tests & measure MATH 2133 Structure Con Arith MGMT 4133 Prod Oper Mgmt NURS 4211 Trend/ Nursing Health NURS 4245 L/S & Mgmt PSY 5743 Adv Psych Adolescence SPED 3132 Exceptional Children SPED 3213 Intro to Sp ecial Ed SPED 4862 Plan/ Mgmt Tech Env</p> <p><u>Received from UCO</u> EDAD 5543 Fund Pub School Admin TCHE 5153 Adv Dev Psych</p>	No Info Available	Students are administered an evaluation at the end of each course that addresses their concerns and about facilities, instruction and technology.	No Info Available	No Info Available

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.										
RSC	<p>Received From UCO OCTED 4203 ELED 4113 OCTED 4233 TCHED 5203</p>	<p>The responsibility for determining the needs of students and businesses, which might be met by the learning site, is divided among three RSC employees: Coordinator, Distance Learning; Coordinator, Outreach and Training; and Associate Vice President, Academic Affairs/Technical Programs.</p> <p>The Coordinator, Distance Learning routinely meets with area high school students, educational staff at ten correctional centers, staff at career tech centers, and area hospital staff.</p> <p>The Coordinator, Outreach and Training assists in a variety of ways: by providing general information, scheduling classrooms, providing testing services, textbook delivery, and acting as liaison between faculty and students. In addition, the Coordinator, Outreach and Training made over 500 personal contacts with business, industry, and educational representatives in assessing needs and developing individualized training programs for their personnel.</p>	<p>Student responses indicated that they were very satisfied with the instruction, facilities, and academic support services of the electronic delivery method.</p> <p>Students were less than satisfied with the value and technical support provided at the send site. It was ascertained that the less than positive responses were in part due to technical problems associated with the transition to H.323 technology. Provisions have been made to increase the monitoring of electronically delivered courses, employ additional technical support personnel, and increase their availability to the receive site. These changes should address the concerns of the students noted in their responses.</p>	<p>During the FY 2001 reporting period, it was determined that faculty were generally satisfied with facilities and services provided in regard to electronically delivered courses.</p> <p>The only note of concern was a myriad of technical problems associated with a lack of technical support.</p>	<table border="0"> <tr> <td>Salaries</td> <td style="text-align: right;">\$40,974.96</td> </tr> <tr> <td>Hourly Wages</td> <td style="text-align: right;">1,129.02</td> </tr> <tr> <td>Staff Benefits</td> <td style="text-align: right;">14,305.04</td> </tr> <tr> <td>Equipment</td> <td style="text-align: right;"><u>103,681.51</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$160,090.53</td> </tr> </table>	Salaries	\$40,974.96	Hourly Wages	1,129.02	Staff Benefits	14,305.04	Equipment	<u>103,681.51</u>	Total	\$160,090.53
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SSC	<p>Received from RSC Department of Environmental Quality Operator Certification Training.</p> <p>Received from UCO Safety and Mgmt for OCTED Methods of Teaching OCTED</p> <p>Received from ECU Classroom Behavior Modification Introduction to Organizational Mgmt. Human Growth and Development Fundamentals of Counseling Survey of the Exceptional Child Intro to Emotionally Disturbed Business Communication and Report Writing Principles of Management Career and Lifestyle Development Students with Disorders Strategies of Teaching Students Principles of Marketing Legal Environment of Business</p> <p>Received from OSU Trade Analysis Safety, Org & Mgmt of Facilities Program Planning Foundations and Services Of TIED</p>	Student comments, telephone inquiries, and employer requests are scrutinized in order to improve training and education.	<p>Courses offered through ITV studios have been favorably received.</p> <p>Positive comments received about the convenience of taking courses close to home.</p>	Generally satisfied with facilities, services, and technology.	<table border="0"> <tr> <td>IETV Equipment</td> <td style="text-align: right;">\$ 42,343.00</td> </tr> <tr> <td>System Upgrade</td> <td style="text-align: right;">30,000.00</td> </tr> <tr> <td>System Hook up</td> <td style="text-align: right;">14,885.00</td> </tr> <tr> <td>Salaries</td> <td style="text-align: right;"><u>12,810.00</u></td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">\$100,038.00</td> </tr> </table>	IETV Equipment	\$ 42,343.00	System Upgrade	30,000.00	System Hook up	14,885.00	Salaries	<u>12,810.00</u>	Total	\$100,038.00
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TCC	<p><u>Received from RSC</u> Court reporting</p> <p><u>Received from CU</u> Business Management</p>	<p>Work with area businesses through employer advisory groups, ad hoc focus groups, and surveys to determine employer needs.</p> <p>Distance learning courses include exit surveys for students to make recommendations on future class offerings, structure and content.</p> <p>Findings from surveys are shared with department chairs and faculty.</p>	<p>Student satisfaction is generally very high for online courses administered through the Blackboard server.</p> <p>Student satisfaction is not very high for ITV courses.</p>	<p>Satisfied with ITV facilities.</p> <p>Dissatisfied with inexperienced technical support staff.</p>	<p>Upgraded five classrooms to the H.323 Interactive Television standard</p> <p>Replaced older codecs and microphones.</p> <p>Approximately 80% of the grant money was used to purchase H.323 technology in the classroom or network support for ITV receive sites.</p>

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the received site funding.										
WOSC	<p>Received from SWOSU <i>Bachelor of Science in Nursing</i> Epidemiologist (Course) Trends in Nursing /Health (Course) Leadership Management Master of Ed in School Counselor/Ed Admin Advanced Psychology of Learning Intervention Strategies Elementary Counseling Leadership in School Superintendency Introduction to Research Advanced Tests and Measurements Development of Elementary School Guidance Program Development of Secondary School Guidance Program Multicultural Concepts Other Undergrad Courses 2113 Foundations of Education 3123 Legal Environment 3132 Exceptional Child Master of Ed/School Counseling EDUC 5112 Intro to Research EDPSY 5723 Adv Psych of Learning ELEM 5693 Teaching in Elem School SECED 5833 Teach in Secondary School COUN 5513 Intro to Counseling COUN 5523 Career Education COUN 5542 Individual Counseling COUN 5552 Group Counseling EDAD 5703 Tests and Measurements COUN 5503 Elem School Guidance COUN 5583 Adv Psych of Childhood EDPSY 5733 Dev of Secondary School Guidance Program COUN 5593 Secondary Counseling EDPSY 5743 Adv Psych of Adol Master of Educational Admn EDAD5233 Fund of Curriculum EDAD 5622 Human Relations in Edu EDAD 5622 Supervision of Instruction EDAD 5813 The Principalship EDAD 5983 Public School Law EDAD 5133 Mod Philosophies of Edu EDAD 5313 School Personnel Admn</p>	<p>Employer needs are determined through advisory boards and meeting with principals and superintendents.</p> <p>Student demands are determined by direct requests, review of class enrollment, and student evaluations.</p>	<p>Students are generally satisfied with instruction, support services, and value.</p> <p>Students are not satisfied with the technology (audio issues) and the lack of time with the instructor due to geographic distance.</p>	<p>Faculty are basically satisfied with the overall program after they have completed training.</p> <p>Satisfied with technical and support services.</p> <p>Critical of the instability of the technology.</p>	<table border="0"> <tr> <td>Salaries</td> <td style="text-align: right;">\$52,800.00</td> </tr> <tr> <td>Materials</td> <td style="text-align: right;">4,500.00</td> </tr> <tr> <td>Marketing</td> <td style="text-align: right;">5,000.00</td> </tr> <tr> <td>Equipment</td> <td style="text-align: right;"><u>37,700.00</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$100,000.00</td> </tr> </table>	Salaries	\$52,800.00	Materials	4,500.00	Marketing	5,000.00	Equipment	<u>37,700.00</u>	Total	\$100,000.00
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	EDAD 5993 Statistical Methods in Edu EDAD 5903 School Facilities Mgmt EDAD 5973 Pub School Finance <u>Received From CU</u> MBA MGMT 5853 Mgmt Info Systems MGMT 5023 Economic Concepts ACCTG 5243 Accounting for Mgmt MKTG 5513 Contemp Marketing Prob FIN 5443 Financial Concepts MGMT 5443 Current Issues in Design BUS 5983 Applied BusStrategies ECON 5113 Microeconomics ECON 5213 Macroeconomics FIN 5613 Managerial Finance BUS 5013 Business Admn Concepts Undergraduate Courses RTV 1013 Fundof Broadcasting CRN 3603 Consumer Economics TECH 3013 Technical Comm BUS 3223 Business Law PSYCH 3383 Social Psychology COMM 3383 Corp & Organization ENGL 5003 English Grad students EDUC 5103 Intro Graduate Research				

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.																
Ardmore HEC	<p>Received from MSC</p> <p>MTH-1513 College Algebra MTH-0403 Intermediate Algebra PE-1112 Personal Health GVT -1113 American Government BIOL-1114 Gen Biological Science CS0-1313 Logics/Problem Solving MTH-1413 Survey of Math HST-1423 World Civ to 1715 SOC-2023 Social Problems CJ-1113 Intro to Crim Justice BM-1603 Intro to Law RE-1712 Survey of the Old Test PSY-2443 Personality Theories CJ-2443 Criminal Procedures CJ-1483 Legal Research HST-2323 Oklahoma History CON-2403 Con of Wildlife CIS-2223 Systems Analysis CJ-2323 Criminal Law PST -2313 Intro to Counseling SW-1113 Intro to Social Work HST-1483 U.S. History to 1865 RE-1732 Survey of New Test</p> <p>Received from ECU</p> <p>NRSG-4374 Adaptations in Aging PSYCH-5313 Adv Ed Psych EDUC-5223 Adv Teacher s Skills EDPSY-5163 Cog Theories and EDUC-5533 Fund of P/S Admn. EDUC-5173 Fund of Curriculum EDUC-4112 Guid of Except Child EDUC-5383 Interact Learn EDUC-4642/5223 Methods of Teach EDUC-5053 M/S Philosophies of EDUC-5133 Modern Phil of ED EDUC-5042 Parenting Iss in SpEd EDUC-5623 The Principalship PSYCH-3613 Psych of Learning EDUC-4983/5983 Strat. Behavioral Dis. PSYCH-3063 Psychological Psych EDUC-5583 Legal Aspects of Edu EDUC-5573 Public School Finance EDUC-3833/5123 Students Mod Dis</p>	<p>Primarily, the institutions that provide courses and programs at AHEC are better able to ascertain the needs of students and area employers. Periodically, AHEC students are surveyed by institutional Staff on matters of Mutual Concern in either satisfaction or additional needs for their programs. Additionally, AHEC personnel regularly attend monthly Business and Industry Council meetings, Personnel Roundtable meetings, chamber events, and other local events, passing along information garnered from such informal meetings. In 2000, a mapping service was contracted to prepare a visual showing where AHEC students live. This is used for recruiting and advertising decisions by AHEC.</p>	<p>AHEC does not yet have quantitative data to answer this question; however, students in these classes are administered the same student satisfaction surveys given to face to face classes, so this data is available from the participating institutions. According to this information, most students prefer to enroll in a traditional class taught by live instructor. However, if ITV is the only way they can take the class they are happy to have it rather than driving to another campus. As Students become more sophisticated consumers of ITV delivery, there seems to be an increased attitude of acceptance.</p> <p>The facilities at AHEC appear to be adequate for most electronically delivered classes. However, there are not enough studios to accommodate all of the courses our institutions wish to send. Sometimes this means only one section can be offered and sometimes a course may not be received at all, because of the demands by four institutions for classroom space.</p>	<p>Sometimes faculty are unclear what they should expect from the AHEC site facilitators.</p> <p>The technology does have failures and different faculty members, institutions, and technical staff adapt better than others.</p> <p>In general, faculty have adapted to the studio technology, but there seems to be difficulty in the use of technology for peripheral teaching activities.</p>	<p>FY 2001 ITV Expenditures</p> <p>Class conversion</p> <table border="0"> <tr> <td>Supplies</td> <td>\$17,726.96</td> </tr> <tr> <td>Comm</td> <td>\$59,207.00</td> </tr> <tr> <td>Parts</td> <td>\$15,518.35</td> </tr> <tr> <td>Consulting</td> <td>\$1,200.00</td> </tr> <tr> <td>Employees</td> <td>\$814.20</td> </tr> <tr> <td>Employees</td> <td>\$42,162.46</td> </tr> <tr> <td>Est Exp</td> <td>\$4,500.00</td> </tr> <tr> <td>Total</td> <td>\$141,128.97</td> </tr> </table>	Supplies	\$17,726.96	Comm	\$59,207.00	Parts	\$15,518.35	Consulting	\$1,200.00	Employees	\$814.20	Employees	\$42,162.46	Est Exp	\$4,500.00	Total	\$141,128.97
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Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands .	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
	<p>HURES-2183 Fund of Counseling HURES- 5633 Career and L/S Dev PSYCH-3463 Child & Ad Psych EDUC-2402 Survey of Ex Child HRPSY-3253 Psych of Aging HURES-3213 Employ & Place PSYCH-4413 Psych of Personality EDUC-4983/5983 Emotion Disabilities EDPSY -5363 Career Development NRSNG-4516 Clinical Nursing EDPSY -5142 Intro to School Psych EDUC-5053 Middle School EDUC-4112/5042 Parent Issues EDUC-5583 Legal Aspects Edu. HURES-4443 Counseling Services EDUC-5173 Fund of Curriculum EDUC-5533 Fund of P/S Admn CRJS-4473 Legal Aspects of C/J EDUC-3812/5332 Policies</p> <p>Received from SEOSU</p> <p>SOC-3623 Race, Gender, & Ethnic MNGT -5253 Data Analysis EDUC-2013 Foundations of Edu PSY -3123 Child & Adol Dev SFTY-3123 Drugs in Society MGNT -5603 Strategic Management ENG-4983 American Literature BIM-5773 Centered Leadership EDUC-4443 Classroom Mgmt BIM-5793 Mgmt Info Systems HPER-4353 Physical Science MKT -5243 Marketing Mgmt MATH-3123 Finite Math BIM-3233 Business Com MNGT -5253 Data Analysis FIN-5213 Financial Mgmt BIM-5123 Man Communication ACCT -5233 Accounting for Mgrs CIS-4413 System Analysis EDUC-3113 Education Measures ELED-3223 Social Studies FIN-3113 Business Finance MGNT -5113 Research Methods ECON-5133 Managerial Economics MATJ3133 Geometry/ Elementary</p>				

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands .	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
	<u>Received from OSU-OKC</u> CA-1103 Drug Abuse CA-1113 Helping Skills CA-2323 Professional Ethics CA-2213 Group Dynamics				

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
McCurtain County HEP	<p><u>Received from ECU</u></p> LIBSC 5113 LIBSC 5133 LIBSC 5213 LIBSC 5233 LIBSC 5923 NURS 4516 NURS 4373	<p>Course scheduling was changed to allow students to take 6 credit hours in one evening.</p> <p>Worked with State Regents' staff to provide online training from the downtown college consortium.</p> <p>DEQ annual programs for water plant and sewage plant operations. This year DEQ also presented a course for certification for certified septic installers</p> <p>Met with industry on a regular basis to ascertain needs.</p> <p>Worked with Kiamichi Technology Center to help with industry training</p>	<p>Most students seem to enjoy IETV experience.</p> <p>A few students prefer more teacher and group interaction.</p> <p>One or two students preferred a live instructor.</p>	<p>More training and support needed.</p> <p>IETV is a good option for some classes.</p> <p>Technical problems are one part of distance education and should be expected on occasion.</p>	<p>Salaries \$52,375.00 Equip Upgrade <u>1857.00</u> TOTAL: \$54,232.00</p>

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
	MATH 3133 MKT 5243 MNGT 5113 MNGT 5253 PSY 3123 PSY 3123 PSY 4313 PSY 5443 PSY 5563 PSY 5973 SFTY 3133 SGER 4243 SOC 3123 SOC 3133				

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
University Learning Center of Northern Oklahoma (ULC) (Ponca City)	<p>Received from NOC</p> <p>ACCT 2103 Accounting I ACCT 2203 Accounting II HIST 1493 American His 1865 HIST 1483 American His to 1865 POLI 1113 American National Gov HUMN 2113 Western Culture ART 1113 Appreciation of Art ENGL 0123 Basic Comp MATH 1513 College Algebra CS 1113 Computer Concepts MATH 0013 Elementary Algebra MATH 0113 Intermediate Algebra MATH 2023 Elementary Statistics MAT 1613 Plane Trigonometry LANG 1114 Elementary Spanish ENGL 1113 English Comp I PSYC 1113 General Psychology PSYC 1113 General Psychology BSAD 1103 Intro to Business LIT 2413 Intro to Literature ECON 2113 Macroeconomics ECON 2123 Microeconomics ECON 2123 Microeconomics HUMN 2223 Modern Western Culture SOC 1113 Principles of Sociology ACCT 2103 Accounting I ACCT 2203 Accounting II ECON 2113 Macroeconomics HIST 1493 History from 1865 HUMN 2223 Modern Western Culture MATH 2023 Elementary Statistics SOC 2223 Social Problems SPCH 1713 Oral Communications PHIL 2223 Business Ethics POLI 1113 American Government PSYC 1113 General Psychology SOC 1113 Principles of Sociology ACCT 2103 Accounting I ACCT 2203 Accounting II BSAD 1103 Intro to Business CS 1013 Intro to Computers ECON 2113 Macroeconomics ECON 2123 Microeconomics ENGL 1113 English Comp I</p>	<p>Employer needs and student demands are ascertained through a survey of higher education. needs distributed as part of each semester's class schedule; advertisement in newspapers throughout the local communities; distributions to civic groups, social clubs, schools, and businesses; and in communications with the approximately 1,400 people on the ULC mailing list.</p> <p>A database and hardcopy student files are maintained that document degree requests/needs received by phone or personal contacts.</p> <p>Contacts are maintained with local Business Alliances, Chambers of Commerce, and directly with businesses and industries to identify higher education needs.</p> <p>The ULC Advisory Council is comprised of the major employers in the northern Oklahoma area. They meet quarterly and also provide input regarding community and business/industry needs.</p> <p>The ULC Advisory Board provides a great deal of input regarding needs and helps review identified needs from the various sources in relation to the feasibility, appropriateness, and priority for addressing them. This group meets monthly and is comprised of key business and community leaders from the area.</p> <p>ULC collaborates with the local technology center, NOC, the public schools, and various agencies that provide education and services that address the educational needs of the public or businesses.</p>	<p>Students gave the ULC high marks on facilities, fast computers, Internet access, comfortable furniture, availability of vending machines and break area, technology available for presentations and classroom instruction, hours of operation, and helpful, knowledgeable staff.</p> <p>FT Bening Coordinator has been added during 2001 to ensure that students feel "connected" with the administrative staff rather than evening students only seeing part-time staff. Many positive comments from students and instructors have been received.</p> <p>Students indicated improvement was needed in exchanging graded assignments/tests with instructors – part of this is a result of the courier/mail systems between ULC and the sending institutions and part is a result of the efficiency of the instructors.</p> <p>Students indicated a need to reduce the number of times that technical difficulties occurred.</p> <p>Systems continue to be fine-tuned by the ULC to improve the courier and mail service; in efficiently handling any technical difficulties that can be corrected at ULC; and to</p>	<p>Visiting faculty are impressed with the facilities and technology available as well as with the staff.</p> <p>Faculty that teach classes which are sent to the ULC and faculty that teach from the ULC indicate satisfaction with the FT staff, but especially like the fact that Facilitators are <u>always</u> available during the hours of operation.</p> <p>A cadre of Test Proctors ensures that tests are administered properly as per faculty instructions and ensure test security. This has contributed greatly to faculty trust.</p>	<p>Salaries and benefits for director, assistant director, administrative assistant, evening coordinator, % of technical support person shared with NOC, part-time facilitators and part-time test proctors.</p> <p>Operational expenses to include maintenance contracts, repairs, postage/shipping, office supplies, advertising, travel, phones, meeting expenses, instructional expenses, ITV bridging and conversion charges, and OneNet charges.</p> <p>Technology expenses to include additional ITV studios and a combination ITV studio/computer lab, office equipment, and furniture for studios/labs.</p>

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
	<p>ENGL 1213 English Comp II GEOG 2253 World Reg Geography HIST 1493 History from 1865 MAT 2023 Elementary Statistics PHIL 2223 Business Ethics POLI 1113 American Gov PSYC 1113 General Psychology SOC 1113 Principles of Sociology SPCH 1713 Oral Communications</p> <p>Received from NWOSU BUS 3013 Business Comm GBUS 3913 Business Law II BUS 4433 Business Policy PSYC 5832 Career Education CMSC 3203 Comp Programming II EDUC 5093 Curr & Instruction EDUC 5203 Educational Practices GBUS 4333 Human Resource BUS 3513 International Business CMSC 3013 Internet Resourcefulness ECON 4133 Labor Economics HIST 3123 Oklahoma His & Gov't GEOG 3163 Political Geography GBUS 3063 Principles of Mgmt GBUS 3043 Principles of Mktg GBUS 4353 Production Operation EDUC 5212 Psychology of Teaching GBUS 4213 Small Business Mgmt GBUS 3033 Advertising GBUS 4333 Human Resource Mgmt PSYC 5803 Counseling Strategies BUS 3063 Principles of Mgmt BUS 3043 Marketing (OETA) GBUS 3513 International Business BUS 4063 Business Finance CRMJ 4143 Search & Seizure EDUC 5132 Human Relations PSYCH 3412 Child Guidance PSYC 5803 Counseling Strategy ACCT 3113 Income Tax Accounting GBUS 3043 Principles of Marketing GBUS 3063 Principles of Mgmt GBUS 3433 Organizational Behavior GBUS 3903 Business Law I GBUS 4063 Business Finance GBUS 4103 Marketing Management</p>		<p>quickly contact the appropriate person at other locations to address issues that must be handled by other sites.</p> <p>The majority of students indicate that the value of attending class locally is worth the additional tuition cost charged by sending institutions for distance education.</p>		

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
	GBUS 4213 Small Business Mgmt GBUS 4353 Production Operation GBUS 4413 Management Info CMSC 3013 Internet Resource CMSC 3113 Networking Essentials ECOM 2003 Intro to E-Commerce ECOM 2013 HTML I ECOM 2113 HTML II ECOM 2203 Survey ECOM 3003 Telecommunications ECOM 3013 Network Management ECOM 3033 Website Design ECOM 3023 Operating Systems ECOM 4003 Social Changes ECOM 4013 E-Commerce ECOM 4043 Internet Programming ECOM 4033 E-Commerce Law PSYCH 3123 Human Lifespan/Dev EDUC 5212 Psych of Teaching PSYCH 5180 Substance Abuse ECOM 4051 Internet Programming ECON 4363 Income and <u>Received from OSU</u> CS 5154 Comp Migration ETM 5111 Capstone to Strat, Tech ETM 5121 Capstone to Strat, Tech ETM 5131 Capstone/Strat, Tech CS 5113 Computer Archet ETM 5221 Engineering Teaming IEM 6110 Enterprise Perf. Mgmt MKTG 5993 Internet Mktg NSCI 5753 Manpower Mgmt MKTG 5133 Marketing Management CS 5070 Prog & Visual C++ FIN 5053 Theory Financial Mgmt IEM 5010 Plan/Manage Tech MKTG 5133 Marketing Mgmt <u>Received from NSU</u> SOC 3323 Social Statistics NURS 3053 Health Assessment (Net) NURS 3003 Professional Nursing <u>Received from UCO</u> LME 4163 Lib Materials LME 5423 Ref & Bibliography ELED 4063 Teaching Reading/ LME 5033 Learning Theory				

Institution	Include a list of courses and programs received electronically from other institutions.	Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.	Describe student satisfaction in the areas of instruction, facilities, academic support services, technology, and value (tuition cost vs. satisfaction with education).	Describe faculty satisfaction with facilities, services, and technology.	Describe in detail how the learning site spent the receive site funding.
	<p>TCHED 3023 Foundations of Ed</p> <p><u>Received from CU</u> MKTG 5513 Contemp Mktg Problems BUS 5963 Marketing Problems MGMT 5443 Global Business Today MGMT 5853 Organizational Design PSYCH 5203 Human Development PSYCH 5433 Counseling Theories BUS 5103 Applied Statistics BUS 5983 Applied Strategy ACCTG 5243 Accounting for mgmt ACCT 3013 Accounting BUS 5963 Current Issues in HR BUS 5963 Telecommunications MKTG 5513 Contemporary Mktg PSYCH 5113 Behavior Mgmt PSYCH 5243 Adv Psych Personality</p> <p><u>Received From RSU</u> BMA 3013V Principles of mgmt BMA 3113V Marketing TECH 3013V.005 Leadership TECH 3003V Fundamentals of Supv. ACCT 3243 Accounting TECH 3003 Fundamentals of Supv. ACCT 2203 Prin. of Accounting</p> <p><u>Received from OU</u> School-wide Disc/Man</p>				

Learning Site Analysis and Recommendations 2000-2001

The goals of the State Regents in establishing the Learning Site Policy and related initiatives are consistent with the overall system goals of increasing student access, academic quality, and general efficiency. The learning site initiative has been designed to increase the availability of academic courses and programs across the state, and through the use of distance learning technologies, extend the academic resources from one institution to another. Delivering programs using technology increases access to educational opportunities that might only be available at a particular geographic location. By specifying criteria for supporting such offerings, quality assurance is addressed. The sharing of academic resources from one campus to help meet educational needs at another promotes efficiency – there is less need for the creation and funding of new programs and offerings that might be duplicative. Further, the learning site initiative is among the strategies identified to accomplish the goals of *Brain Gain 2010*.

Data from the Learning Site Accountability Report provide a picture of the campus activities in the 2000-2001 academic year related to the courses and programs received or imported from other institutions. In this academic year, 802 courses and 58 degree programs were received from sister institutions. Generally, the courses and programs received provide access to education that would not otherwise be available to those communities.

As seen in the previous report, learning site activity involving the main campuses of the comprehensive universities was minimal during the 2000-2001 academic year. The extensive academic programs represented by those institutions indicate less need to import from other campuses. The majority of the courses imported to OSU were in support of specific applied science degrees or programs, include police

science, municipal fire protection, and drug abuse counseling. Sharing engineering courses between OU and OSU began with the Oklahoma Higher Education Televised Instruction System (Talkback TV) in the 1970's, and the data show the collaboration is continuing.

Regional universities accounted for 23.4 percent (188 courses) of the classes imported during the period studied. Of the 188 courses received at regional universities, 116 (61.7 percent) were imported from other regional universities, and 39 (20.7 percent) were imported from the comprehensive universities. Most of these courses were in the fields of education, business, and nursing. In the previous study, regional universities accounted for 25 percent of all imported courses, the majority of which were from comprehensive institutions. These data display possible changes in learning site usage at regional institutions.

Two-year colleges accounted for 208 (25.9 percent) of the 802 imported distance learning classes. WOSC, RCC, CASC, and NOC accounted for 18.5 percent of the courses imported to Oklahoma institutions. The majority of these courses are in business, education, and nursing.

Figures from the two higher education centers and the University Learning Center of Northern Oklahoma in Ponca City reflect the nature of those entities, yielding high numbers of courses received. Since none of the three centers offer courses and programs of their own, activity related to courses received was expected to be high and the data from the previous and current studies support that expectation.

The three centers account for 37.2 percent (298 courses) of the total for the system. The aggregated data reflect a reasonable mixture of courses from all three tiers.

The programs and courses offered at the centers cover a variety of discipline areas, but education, nursing, and business account for the majority of courses.

The data reported indicate that the goals of the policy are being met at the system level, with wide variation among the different sites. Over 800 courses were shared among campuses. These courses represent a significant collaborative effort to extend academic resources and increase access to educational opportunities; promote quality offerings through technical, academic, and student support standards; and realize efficiencies through sharing courses and programs. The need to support quality offerings and critical student support services for the learning sites continues to exist, and as more programs and services are delivered electronically, it is anticipated that the need will continue to grow.

Several institutions are exemplary in this area. The higher learning centers and the Ponca City site have embraced the philosophy behind the learning site initiative and been active in bringing programs and courses into their communities. As in the previous study, WOSC has been particularly progressive in promoting programs and courses from sister institutions.

The data also show that integration of the learning site initiative into the programmatic structures on some campuses has not been achieved. While expenditures in the first two years concentrated on building capacity, it is evident that some campuses have not yet implemented effective strategies to identify and acquire programs from outside the institution's own academic programs.

Recommendations concerning the learning site initiative are provided below.

- Given that the need to provide support services for distance learning students at locations across the state and continual demands for upgrading and replacing technology will continue to grow, funding of the learning site capacity building grants should continue at the current level. However, individual institutional allocations will be determined by demonstrated commitment to the Learning Site Policy as evidenced by the importing of courses.
- If funding is available, priority should be given to allocating more funding for service level rewards. Many costs are variable based on the numbers of students served, courses received, and institutional partnerships created.
- Related to determining needs and effectiveness, learning site responsibilities should include provisions for organized, formal, and systematic input by faculties from provider institutions, students enrolled in the imported courses, and members of the community or area served.
- State Regents' staff should conduct an effort targeted to institutional staff to promote greater utilization of imported programs using electronic media, including examples of strategies and effective practices.

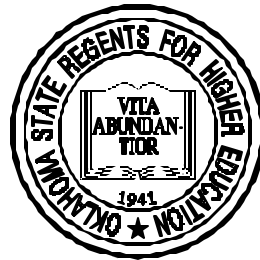
Table 2
Learning Site Report
Courses Received by Tier

Type of Institution 1=Comp, 2=Regional, 3=Two-Year, 4=Unknown

Institutions	Type of Institution				Total
	1	2	3	4	
OU	3	2	0	0	5
OSU	1	0	0	102	103
Comp and Satellites	4	2	0	102	108
Percent	3.7%	1.9%	0.0%	94.4%	100.0%
ECU	8	12	0	0	20
NSU	0	2	0	0	2
NWOSU	10	7	0	0	17
RSU	0	5	0	0	5
SEOSU	7	24	1	0	32
SWOSU	0	4	20	0	24
UCO	0	0	0	0	0
CU	9	13	0	0	22
OPSU	5	0	0	0	5
USAO	0	40	0	0	40
LU	0	9	10	2	21
Regional	39	116	31	2	188
Percent	20.7%	61.7%	16.5%	1.1%	100.0%
CASC	0	31	0	0	31
CSC	1	2	2	0	5
MSC	1	0	1	0	2
NEOA&M	11	0	0	0	11
NOC	9	15	1	0	25
OKCCC	12	3	0	0	15
RCC	0	32	0	0	32
RSC	0	4	0	0	4
SSC	4	15	2	0	21
TCC	0	1	1	0	2
WOSC	0	0	60	0	60
Two-Year	38	103	67	0	208
Percent	18.3%	49.5%	32.2%	0.0%	100.0%
ARDMORE	4	92	0	0	96
MCCURTAIN	0	48	0	0	48
PONCA CITY	29	28	35	62	154
Learning Centers	33	168	35	62	298
Percent	11.1%	56.4%	11.7%	20.8%	100.0%
System Total	114	389	133	166	802
Percent	14.2%	48.5%	16.6%	20.7%	100.0%

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Electronic Media Report



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Electronic Media Report

2000-2001

BACKGROUND/POLICY ISSUES

The “*Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs*” (11-3-8.2) is a companion policy which details the criteria and process for program approval, sets the educational standards for courses and programs delivered electronically, and details the technical and support standards for video instructional courses and programs. The Electronic Media Policy calls for regular policy review with benchmarks for evaluating the policy’s effectiveness based on the academic quality of the courses and programs and the cost and accessibility to Oklahoma citizens. Additional measures for evaluating student success should include retention, grades, graduation rates, general satisfaction with course quality, methods of delivery, and academic support services.

The summary shows the total number of courses, number of students enrolled, a list of disciplines, and total credit hours. System totals are provided by institution and tier.

METHODOLOGY

The source of the data presented is the Unitized Data System (UDS). Previously, surveys were distributed to collect electronic media data. Since this was only the second time the UDS was used, institutions were provided opportunities to verify the data generated. After the information was received by State Regents staff, the information was compiled and organized by discipline, institution, and tier.

FINDINGS

By Institution (Table 3 and Institutional Summaries)

- Of the 40,706 total enrollments in courses delivered electronically, the top three institutions were TCC, with 7,122 (17.5 percent); NOC, with 6,112 enrollments (15.0 Percent); and OCCC, with 4,947 (12.2 percent).
- Of the 3,548 courses available through electronic media, the top three institutions were NOC with 501 (14.1 percent), OCCC with 320 (9.0 percent), and SWOSU with 300 (8.5 percent).
- TCC led the top three institutions with 21,029 credit hours (17.8 percent), followed by NOC with 18,578 (15.7 percent) and OCCC with 15,008 (12.7 percent).

By Discipline (Table 4, 5, and 6)

- Of the electronic media classes offered, enrollment numbers reflected that the top disciplines were social sciences, with 22.7 percent; business management and marketing, 17.7 percent; and mathematics/statistics, 9.3 percent (Table 4).
- Of the distance learning courses offered via electronic media, most were offered in social sciences, with 15.9 percent; business management, 15.8 percent; and education, 10.4 percent (Table 5).
- The most total credit hours were offered in social sciences (21.4 percent), followed by business management (16.3 percent) and mathematics/statistics (8.9 percent) (Table 6).

By Tier

Comprehensive Universities (Table 3)

- Of the 4,163 students enrolled in the comprehensive universities, OU enrolled 2,878 and OSU enrolled 1,285.
- Of the 366 courses offered by comprehensive universities via electronic media, OSU offered 232 and OU offered 134.
- At the comprehensive tier, electronic media credit hours totaled 14,719; OU accounted for 11,504 and OSU accounted for 3,215.

Regional Universities

- Of the 11,624 students enrolled in electronic media courses, the three institutions enrolling the majority of students were RSU with 3,243; NWOSU, 2,175; and CU, 1,325.
- Of the 1,386 courses offered via electronic media at regional universities, the top three institutions were NWOSU with 326; SWOSU, 300; and RSU, 222.
- At the regional universities, credit hours totaled 28,490. The three institutions with the highest total credit hours were RSU with 9,803; NWOSU, 6,364; and CU, 4,019.

Two-Year Colleges

- Of the 24,919 students enrolled in electronic media courses, the top three institutions were TCC with 7,122; NOC, 6,112; and OCCC, 4,947.
- Of the 1,796 courses offered via electronic media at two-year colleges, the top three institutions were NOC with 501; OCCC, 320; and TCC, 214.

- At two-year colleges, credit hours totaled 74,758. The three institutions with the highest total credit hours were TCC with 21,029; NOC, with 18,578; and OCCC, 15,008.

By Delivery Method

- Of the 40,706 enrollments in electronic media courses, 16,741 (41 percent) were in computer-based courses (which includes online or Internet-based offerings), 13,841 (34 percent) were in courses using interactive video, and 10,124 (25 percent) were in telecourses.

Student Achievement (Table 7 and Figure 1)

Student achievement for this report is determined by grades and is broken down by the number of students that pass, withdraw, fail, or receive an incomplete grade. For the purpose of this report, grades are listed by delivery method for all institutions.

- The number of students that earned a passing or satisfactory grade in computer based courses was 10,834 (63.2 percent). The number of withdrawals was 3,813 (22.2 percent); the number of students that failed was 1,510 (8.8 percent); and the number of students earning an incomplete grade for any reason was 669 (3.9 percent).
- The number of students that earned a passing or satisfactory grade in ITV courses was 11,841 (84.7 percent). The number of withdrawals was 1,336 (9.6 percent); the number of students that failed was 553 (4.0 percent); and the number of students earning an incomplete grade for any reason was 167 (1.2 percent).
- The number of students that earned a passing or satisfactory grade in telecourses courses was 8,235 (89.2 percent). The number of withdrawals was 1,815 (19.7 percent); the number of students that failed was 786 (8.5 percent); and the number of students earning an incomplete grade for any reason was 351 (3.8 percent).

**Table 3
The Use of Electronic Media, by Institution and Tier**

Institution	Reported by	Type of Delivery				Total	Percent	Institution	Reported by	Type of Delivery				Total	Percent
		Comp	ITV	Tel						Comp	ITV	Tel			
OU	Enrollment	2,015	280	583	2,878	7.1%	CSC	Enrollment	88	467	94	649	1.6%		
	Number of Courses	100	16	18	134	3.8%		Number of Courses	4	60	9	73	2.1%		
	Credit Hours	8,915	840	1,749	11,504	9.8%		Credit Hours	264	1,599	82	1,945	1.6%		
OSU	Enrollment	264	511	510	1,285	3.2%	EOSC	Enrollment	13	193	0	206	0.5%		
	Number of Courses	60	94	78	232	6.5%		Number of Courses	2	24	0	26	0.7%		
	Credit Hours	646	1,413	1,156	3,215	2.7%		Credit Hours	39	773	0	812	0.7%		
Total Comp Enrollment		2,279	791	1,093	4,163	10.2%	MSC	Enrollment	376	672	53	1,101	2.7%		
Number of Courses		160	110	96	366	10.3%		Number of Courses	14	55	2	71	2.0%		
Credit Hours		9,561	2,253	2,905	14,719	12.5%		Credit Hours	1,128	1,988	159	3,275	2.8%		
Regional							NEO A&M	Enrollment	154	166	256	576	1.4%		
UCO	Enrollment	511	150	0	661	1.6%		Number of Courses	9	23	19	51	1.4%		
	Number of Courses	33	18	0	51	1.4%		Credit Hours	462	498	768	1,728	1.5%		
	Credit Hours	1,463	446	0	1,909	1.6%	NOC	Enrollment	2,244	3,176	692	6,112	15.0%		
ECU	Enrollment	101	1,198	0	1,299	3.2%		Number of Courses	118	324	59	501	14.1%		
	Number of Courses	10	85	0	95	2.7%		Credit Hours	6,732	9,737	2,109	18,578	15.7%		
	Credit Hours	269	3,438	0	3,707	3.1%	TCC	Enrollment	4,624	215	2,283	7,122	17.5%		
NSU	Enrollment	134	265	0	399	1.0%		Number of Courses	22	62	130	214	6.0%		
	Number of Courses	12	34	0	46	1.3%		Credit Hours	13,608	547	6,874	21,029	17.8%		
	Credit Hours	418	801	0	1,219	1.0%	WOSC	Enrollment	97	412	406	915	2.2%		
NWOSU	Enrollment	0	1,986	189	2,175	5.3%		Number of Courses	5	81	18	104	2.9%		
	Number of Courses	0	314	12	326	9.2%		Credit Hours	291	1,104	1,218	2,613	2.2%		
	Credit Hours	0	5,797	567	6,364	5.4%	RCC	Enrollment	209	459	400	1,068	2.6%		
SEOSU	Enrollment	105	1,142	0	1,247	3.1%		Number of Courses	51	56	27	134	3.8%		
	Number of Courses	7	127	0	134	3.8%		Credit Hours	629	1,355	1,181	3,165	2.7%		
	Credit Hours	315	3,426	0	3,741	3.2%	CASC	Enrollment	82	405	13	500	1.2%		
SWOSU	Enrollment	588	366	321	1,275	3.1%		Number of Courses	6	59	1	66	1.9%		
	Number of Courses	131	149	20	300	8.5%		Credit Hours	234	1,215	39	1,488	1.3%		
	Credit Hours	668	1,043	833	2,544	2.2%	SSC	Enrollment	8	28	90	126	0.3%		
CU	Enrollment	9	663	653	1,325	3.3%		Number of Courses	2	4	8	14	0.4%		
	Number of Courses	3	152	17	172	4.8%		Credit Hours	24	84	270	378	0.3%		
	Credit Hours	27	2,033	1,959	4,019	3.4%	RSC	Enrollment	451	11	997	1,459	3.6%		
RSU	Enrollment	1,943	1,059	241	3,243	8.0%		Number of Courses	71	1	134	206	5.8%		
	Number of Courses	106	102	14	222	6.3%		Credit Hours	1,339	33	2,947	4,319	3.7%		
	Credit Hours	5,871	3,209	723	9,803	8.3%	OKCCC	Enrollment	2,587	17	2,343	4,947	12.2%		
LU	Enrollment	0	474	0	474	1.2%		Number of Courses	116	2	202	320	9.0%		
	Number of Courses	0	37	0	37	1.0%		Credit Hours	7,782	51	7,175	15,008	12.7%		
	Credit Hours	0	1,422	0	1,422	1.2%	OUHSC	Enrollment	138	0	0	138	0.3%		
OPSU*	Enrollment	0	0	0	0	0.0%		Number of Courses	16	0	0	16	0.5%		
	Number of Courses	0	0	0	0	0.0%		Credit Hours	420	0	0	420	0.4%		
	Credit Hours	0	0	0	0	0.0%	USAO	Enrollment	0	42	0	42	0.1%		
USAO	Enrollment	0	42	0	42	0.1%		Number of Courses	0	3	0	3	0.1%		
	Number of Courses	0	3	0	3	0.1%		Credit Hours	0	126	0	126	0.1%		
	Credit Hours	0	126	0	126	0.1%	Total Regional		Enrollment	3,391	6,829	1,404	11,624	28.6%	
		Courses	302	1,021	63	1,386	39.1%	Total 2-Year	Enrollment	11,071	6,221	7,627	24,919	61.2%	
		Credit Hours	9,031	15,944	3,515	28,490	24.2%	Courses	436	751	609	1,796	50.6%		
		Credit Hours	9,031	15,944	3,515	28,490	24.2%	Credit Hours	32,952	18,984	22,822	74,758	63.4%		
					Comp	ITV	Tel	Total							
Total		Enrollment	16,741	13,841	10,124	40,706									
		Courses	898	1,882	768	3,548									
		Credit Hours	51,544	37,181	29,242	117,967									

*Courses were sent out by institution; however, data entry errors were discovered and no current information is available.

Table 4
Enrollments by Discipline
All Institutions

<u>Discipline</u>	<u>Percent</u>	<u>Discipline</u>	<u>Percent</u>
Agricultural Science	0.2%	Mathematics and Statistics	9.3%
Natural Resources & Conservation	0.1%	Multi/Interdisciplinary Studies	2.1%
Area, Ethnic, Cultural, and Gender Studies	0.0%	Parks, Recreation, Leisure and Fitness	0.2%
Marketing Operations	0.2%	Basic Skills	0.2%
Communication and Journalism	0.5%	Health Related Skills	0.2%
Communication Technologies	0.8%	Interpersonal and Social Skills	0.2%
Computer and Information Sciences	7.3%	Personal Awareness	0.0%
Personal and Culinary Services	0.5%	Philosophy and Religious Studies	1.3%
Education	7.2%	Theology and Religious Studies	0.3%
Engineering	2.9%	Physical Sciences	1.5%
Engineering Technologies	0.6%	Psychology	6.0%
Foreign Languages, Literatures and Linguistics	1.2%	Security and Protective Services	0.9%
Family and Consumer Sciences	1.6%	Public Administration and Social Services	0.5%
Vocational Home Economics	0.9%	Social Sciences	22.7%
Legal Professions and Studies	0.0%	Precision Production	0.0%
English Language and Literature	5.9%	Transportation and Materials Moving	0.1%
Liberal Arts and Sciences	3.2%	Visual and Performing Arts	1.8%
Library Science	1.1%	Health Professions	5.0%
Biological and Biomedical Sciences	1.6%	Business Management and Marketing	17.7%

Table 5
Courses by Discipline
All Institutions

<u>Discipline</u>	<u>Percent</u>	<u>Discipline</u>	<u>Percent</u>
Agricultural Science	0.3%	Mathematics and Statistics	6.8%
Natural Resources & Conservation	0.1%	Multi/Interdisciplinary Studies	1.4%
Area, Ethnic, Cultural, and Gender Studies	0.0%	Parks, Recreation, Leisure and Fitness	0.4%
Marketing Operations	0.2%	Basic Skills	0.3%
Communication and Journalism	0.7%	Health Related Skills	0.2%
Communication Technologies	0.8%	Interpersonal and Social Skills	0.1%
Computer and Information Sciences	7.3%	Personal Awareness	0.0%
Personal and Culinary Services	0.2%	Philosophy and Religious Studies	1.1%
Education	10.4%	Theology and Religious Studies	0.6%
Engineering	3.6%	Physical Sciences	1.4%
Engineering Technologies	1.0%	Psychology	5.7%
Foreign Languages, Literatures and Linguistics	1.1%	Security and Protective Services	1.2%
Family and Consumer Sciences	1.1%	Public Administration and Social Services	0.7%
Vocational Home Economics	1.1%	Social Sciences	15.9%
Legal Professions and Studies	0.1%	Precision Production	0.1%
English Language and Literature	5.2%	Transportation and Materials Moving	0.3%
Liberal Arts and Sciences	4.6%	Visual and Performing Arts	1.7%
Library Science	1.0%	Health Professions	5.8%
Biological and Biomedical Sciences	1.7%	Business Management and Marketing	15.8%

Table 6
Credit Hours by Discipline
All Institutions

<u>Discipline</u>	<u>Percent</u>	<u>Discipline</u>	<u>Percent</u>
Agricultural Science	0.2%	Mathematics and Statistics	8.9%
Natural Resources & Conservation	0.1%	Multi/Interdisciplinary Studies	2.1%
Area, Ethnic, Cultural, and Gender Studies	0.0%	Parks, Recreation, Leisure and Fitness	0.1%
Marketing Operations	0.2%	Basic Skills	0.1%
Communication and Journalism	0.5%	Health Related Skills	0.2%
Communication Technologies	0.7%	Interpersonal and Social Skills	0.2%
Computer and Information Sciences	6.7%	Personal Awareness	0.0%
Personal and Culinary Services	0.5%	Philosophy and Religious Studies	1.2%
Education	6.4%	Theology and Religious Studies	0.3%
Engineering	2.2%	Physical Sciences	1.8%
Engineering Technologies	0.4%	Psychology	5.6%
Foreign Languages, Literatures and Linguistics	1.1%	Security and Protective Services	0.8%
Family and Consumer Sciences	1.4%	Public Administration and Social Services	0.5%
Vocational Home Economics	0.7%	Social Sciences	21.4%
Legal Professions and Studies	0.0%	Precision Production	0.0%
English Language and Literature	5.5%	Transportation and Materials Moving	0.1%
Liberal Arts and Sciences	4.1%	Visual and Performing Arts	1.6%
Library Science	1.0%	Health Professions	5.3%
Biological and Biomedical Sciences	1.7%	Business Management and Marketing	16.3%

Institutional Summary/University of Oklahoma Use of Electronic Media

- A total of 2,878 students were enrolled in electronic media courses with 2,015 enrolled in computer-based courses, 280 in ITV courses, and 583 in telecourses.
- Of the 134 courses offered via electronic media, 100 were computer-based courses, 16 were ITV courses, and 18 were telecourses.
- Of the 11,504 credit hours offered, 8,915 were generated by computer-based courses, 840 by ITV courses, and 1,749 by telecourses.
- The majority of courses were liberal arts and sciences (31.0 percent); education and library sciences each accounted for 16.4 percent.
- Graduate level courses (5) accounted for 35.3 percent of all electronic media courses, while 22.4 percent were taught at the junior (4) course level.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
OU (110)	Number of Enrollments (seats)	2,015	280	583	2,878
	Number of Courses	100	16	18	134
	Credit Hours	8,915	840	1,749	11,504

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level **</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Natural Resources & Conservation (03)	0	0	0	0	1	0	0.9%
Education (13)	0	0	4	0	14	1	16.4%
Liberal Arts and Sciences (24)	6	5	19	6	0	0	31.0%
Library Science (25)	0	0	0	0	19	0	16.4%
Multi/Interdisciplinary Studies (30)	0	0	0	0	6	0	5.2%
Philosophy and Religious Studies (38)	0	1	0	0	0	0	0.9%
Physical Sciences (40)	1	0	0	0	0	1	0.9%
Social Sciences (45)	11	2	0	0	1	0	12.1%
Transportation and Materials Moving (49)	0	0	3	0	0	0	2.6%
Business Management and Marketing (52)	0	15	0	0	0	0	12.9%
Percent	15.5%	19.8%	22.4%	5.2%	35.3%	1.7%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/University of Oklahoma Health Science Center Use of Electronic Media

- A total of 138 students were enrolled in these electronic media courses.
- Of the 16 courses offered via electronic media, all were computer-based courses.
- A total of 420 credit hours were offered via electronic media.
- All courses were in health professions.
- All were graduate level courses (5).

<u>Institution</u>	<u>Reported by</u>	<u>Comp</u>	<u>Type of Delivery*</u>		<u>Total</u>
			<u>ITV</u>	<u>Tel</u>	
OUHSC (160)	Number of Enrollments (seats)	138	0	0	138
	Number of Courses	16	0	0	16
	Credit Hours	420	0	0	420

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level **</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Health Professions (51)	0	0	0	0	16	0	100.0%
Percent	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Oklahoma State University Use of Electronic Media

- A total of 1,285 students were enrolled in electronic media courses with 264 enrolled in computer-based courses, in ITV courses, and 510 in telecourses.
- Of the 232 courses offered via electronic media, 60 were computer-based courses, 94 were ITV courses, and 78 were telecourses.
- Of the 3,215 credit hours offered, 646 were generated by computer-based courses, 1,423 by ITV courses, and 1,156 by telecourses.
- The majority of courses were engineering (46.2 percent); business management accounted for 20.5 percent and education accounted for 10.6 percent.
- Graduate level courses (5) accounted for 69.2 percent of all electronic media courses, while 9.9 percent were taught at the senior (4) course level.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
OSU (111)	Number of Enrollments (seats)	264	511	510	1,285
	Number of Courses	60	94	78	232
	Credit Hours	646	1,413	1,156	3,215

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course level and Discipline

<u>Discipline</u>	<u>Course Level **</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Agricultural Science (02)	0	0	1	0	0	0	0.4%
Communication and Journalism (09)	0	0	0	0	0	1	0.4%
Computer and Information Sciences (11)	0	0	4	2	10	0	5.9%
Education (13)	0	0	1	10	9	9	10.6%
Engineering (14)	0	0	6	9	100	11	46.2%
Engineering Technologies (15)	0	0	6	4	0	0	3.7%
Family and Consume Sciences (19)	0	0	2	0	5	1	2.9%
Vocational Home Economics (20)	0	0	0	0	1	0	0.4%
Legal Professions and Stude ies (22)	0	0	0	0	1	0	0.4%
English Language and Literature (23)	0	0	0	0	2	0	0.7%
Biological and Biomedical Sciences (26)	0	0	0	0	1	0	0.4%
Multi/Interdisciplinary Studies (30)	0	0	0	0	2	0	0.7%
Social Sciences (45)	1	0	5	0	3	0	3.3%
Transportation and Materials Moving (49)	0	0	0	2	8	0	3.7%
Business Management and Marketing (52)	0	8	0	0	47	1	20.5%
Percent	0.4%	2.9%	9.2%	9.9%	69.2%	8.4%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/East Central University Use of Electronic Media

- A total of 1,299 students were enrolled in electronic media courses with 101 enrolled in computer-based courses, 1,198 in ITV courses, no telecourses were offered.
- Of the 95 courses offered via electronic media, 10 were computer-based courses, and 85 were ITV courses.
- Of the 3,707 credit hours offered, 269 were generated by computer-based courses and 3,438 by ITV courses.
- The majority of courses were education (50.0 percent); psychology supplied 13.4 percent and health sciences accounted for 10.3 percent.
- Graduate level courses (5) accounted for 56.7 percent of all electronic media courses, while 17.2 percent were taught at the junior (3) level.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
ECU (121)	Number of Enrollments (seats)	101	1,198	0	1,299
	Number of Courses	10	85	0	95
	Credit Hours	269	3,438	0	3,707

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

<u>Discipline</u>	<u>Number of Courses by Course Level and Discipline</u>						<u>Percent</u>
	<u>Course Level **</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Education (13)	0	4	2	7	54	0	50.0%
Health Sciences (18)	2	4	4	4	0	0	10.4%
English Language and Literature (23)	1	0	0	0	0	0	0.7%
Library Science (25)	0	0	0	0	10	0	7.5%
Psychology (42)	0	0	9	4	5	0	13.4%
Security and Protective Services (43)	0	0	0	1	1	0	1.5%
Public Administration and Social Services (44)	0	4	3	0	4	0	8.2%
Social Sciences (45)	2	0	0	0	0	0	1.5%
Business Management and Marketing (52)	0	0	5	1	2	1	6.7%
Percent	3.7%	9.0%	17.2%	12.7%	56.7%	0.7%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Northeastern State University Use of Electronic Media

- A total of 399 students were enrolled in electronic media courses with 134 enrolled in computer-based courses, 265 in ITV courses, and no telecourses were offered.
- Of the 46 courses offered via electronic media, 12 were computer-based courses, and 34 were ITV courses.
- Of the 1,219 credit hours offered, 418 were generated by computer-based courses and 801 by ITV courses.
- The majority of courses were education and social services (26.1 percent); health sciences accounted for 21.7 percent.
- Freshmen level courses (1) accounted for 64.2 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
NSU (122)	Number of Enrollments (seats)	134	265	0	399
	Number of Courses	12	34	0	46
	Credit Hours	418	801	0	1,219

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

<u>Discipline</u>	<u>Number of Courses by Course Level and Discipline</u>						<u>Percent</u>
	<u>Course Level **</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Education (13)	0	0	3	2	7	0	26.1%
Engineering Technologies (15)	0	0	0	1	0	0	2.2%
Health Sciences (18)	0	0	7	3	0	0	21.7%
English Language and Literature (23)	0	0	0	2	2	0	8.7%
Security and Protective Services (43)	0	0	0	2	0	0	4.3%
Social Sciences (45)	0	0	5	0	0	0	10.9%
Business Management and Marketing (52)	0	0	10	2	0	0	26.1%
Percent	64.2%	35.8%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Northwestern Oklahoma State University Use of Electronic Media

- A total of 2,175 students were enrolled in electronic media courses with 1,986 enrolled in ITV courses, 189 in telecourses and no computer-based courses were offered.
- Of the 325 courses offered via electronic media, 314 were ITV courses and 78 were telecourses.
- Of the 6,364 credit hours offered, 5,797 were generated by ITV courses, and 567 by telecourses.
- The majority of courses were social science and business management (29.1 percent); education supplied 22.1 percent.
- Undergraduate level courses (1,2,3,4) accounted for the largest percentage of courses, 38.2 percent of courses were at the junior (3) level.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
NWOSU (123)	Number of Enrollments (seats)	0	1,986	189	2,175
	Number of Courses	0	314	12	326
	Credit Hours	0	5,797	567	6,364

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level **</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Communication and Journalism (09)	0	0	4	0	0	0	1.2%
Computer and Information Sciences (11)	0	1	8	0	0	0	2.7%
Education (13)	0	0	8	7	58	0	22.1%
Human Sciences (18)	5	1	10	9	0	0	7.6%
Family and Consume Sciences (19)	3	0	0	0	0	0	0.9%
English Language and Literature (23)	1	0	2	1	0	0	1.2%
Library Science (25)	0	0	1	0	0	0	0.3%
Biological and Biomedical Sciences	0	0	0	0	1	0	0.3%
Multi/Interdisciplinary Studies (30)	0	1	0	0	0	0	0.3%
Physical Sciences (40)	0	3	0	0	0	0	0.9%
Psychology (42)	3	0	12	4	12	0	9.4%
Security and Protective Services (43)	6	4	2	5	0	0	5.2%
Social Sciences (45)	11	3	30	18	0	0	29.1%
Business Management and Marketing (52)	0	8	49	39	0	0	29.1%
Percent	8.8%	6.4%	38.2%	25.2%	21.5%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Rogers State University Use of Electronic Media

- A total of 3,243 students were enrolled in electronic media courses with 1,943 in computer-based courses, 1,059 in ITV courses, and 241 in telecourses.
- Of the 222 courses offered via electronic media, 106 were computer-based courses, 102 were ITV courses, and 14 were telecourses.
- Of the 9,803 credit hours offered, 5,871 were generated by computer-based courses, 3,209 by ITV courses, and 723 by telecourses.
- The majority of courses were computer and information sciences (21.7 percent); social sciences accounted for 15.8 percent and business accounted for 14.0 percent.
- Freshmen level (1) accounted for 52.9 percent of all electronic media courses; all exported courses were undergraduate courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
RSU (123)	Number of Enrollments (seats)	1,943	1,059	241	3,243
	Number of Courses	106	102	14	222
	Credit Hours	5,871	3,209	723	9,803

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

Discipline	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Area, Ethnic, Cultural, and Gender Studies (05)	0	1	0	0	0	0	0.5%
Communication Technologies (10)	2	0	0	0	0	0	6.5%
Computer and Information Sciences (11)	17	26	5	0	0	0	21.7%
Education (13)	22	0	0	0	0	0	10.0%
Foreign Languages, Literatures, and Linguistics (16)	5	0	0	0	0	0	2.3%
Family and Consume Sciences (19)	6	0	0	0	0	0	2.7%
English Language and Literature (23)	8	2	0	0	0	0	4.5%
Liberal Arts and Sciences (24)	2	6	0	0	0	0	3.6%
Biological and Biomedical Sciences (26)	8	0	0	0	0	0	3.6%
Mathematics and Statistics (27)	13	1	0	0	0	0	6.3%
Philosophy and Religious Studies (38)	1	0	0	0	0	0	0.5%
Physical Sciences (40)	0	1	0	0	0	0	0.5%
Psychology (42)	10	1	5	0	0	0	7.2%
Security and Protective Services (43)	3	0	0	0	0	0	1.4%
Social Sciences (45)	11	22	2	0	0	0	15.8%
Visual and Performing Arts (50)	3	4	0	0	0	0	3.2%
Health Professions (51)	3	0	1	0	0	0	1.8%
Business Management and Marketing (52)	3	9	15	4	0	0	14.0%
Percent	52.9%	32.6%	12.7%	1.8%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Southeastern Oklahoma State University Use of Electronic Media

- A total of 1,247 students were enrolled in electronic media courses with 105 in computer-based courses, 1,142 in ITV courses, and no telecourses were offered.
- Of the 134 courses offered via electronic media, 7 were computer-based courses, and 127 were ITV courses.
- Of the 3,741 credit hours offered, 315 were generated by computer-based courses, and 3,426 by ITV courses.
- The majority of courses were education (40.3 percent); psychology accounted for 14.2 percent and business accounted for 13.4 percent.
- Junior level (3) courses accounted for 52.2 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
SEOSU (124)	Number of Enrollments (seats)	105	1,142	0	1,247
	Number of Courses	7	127	0	134
	Credit Hours	315	3,426	0	3,741

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

Discipline	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Communication and Journalism (09)	1	0	5	0	0	0	4.5%
Computer and Information Sciences (11)	0	0	3	1	0	0	3.0%
Education (13)	0	7	23	11	13	0	40.3%
English Language and Literature (23)	0	0	0	0	4	0	3.0%
Biological and Biomedical Sciences (26)	0	0	1	0	0	0	0.7%
Mathematics and Statistics (27)	0	3	0	0	0	0	2.2%
Health Related Skills (34)	0	0	6	0	0	0	4.5%
Interpersonal and Social Skills (35)	0	3	1	0	0	0	3.0%
Psychology (42)	0	0	9	8	2	0	14.2%
Security and Protective Services (43)	0	0	3	0	0	0	2.2%
Social Sciences (45)	0	0	9	3	0	0	9.0%
Business Management and Marketing (52)	0	0	10	3	5	0	13.4%
Percent	0.7%	9.7%	52.2%	19.4%	17.9%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Southwestern Oklahoma State University Use of Electronic Media

- A total of 1,275 students were enrolled in electronic media courses with 588 enrolled in computer-based courses, 366 in ITV courses, and 321 in telecourses.
- Of the 300 courses offered via electronic media, 131 were computer-based courses, 149 were ITV courses, and 20 telecourses.
- Of the 2,544 credit hours offered, 668 were generated by computer-based courses, 1,043 by ITV courses, and 833 by telecourses.
- The majority of courses were offered in liberal arts and sciences (38.3 percent); education accounted for 30.3 percent and psychology accounted for 9.0 percent.
- Graduate level (5) accounted for 29.0 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
SWOSU (125)	Number of Enrollments (seats)	588	366	321	1,275
	Number of Courses	131	149	20	300
	Credit Hours	668	1,043	833	2,544

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Education (13)	0	6	14	8	63	0	30.3%
Engineering Technologies (15)	0	0	6	5	0	0	3.7%
Legal Professions and Studies (22)	0	0	3	0	0	0	1.0%
English Language and Literature (23)	2	2	0	0	0	0	1.3%
Liberal Arts and Sciences (24)	57	58	0	0	0	0	38.3%
Biological and Biomedical Sciences (26)	0	0	0	1	0	0	0.3%
Philosophy and Religious Studies (38)	2	0	0	0	0	0	0.7%
Psychology (42)	2	2	9	0	14	0	9.0%
Social Sciences (45)	7	2	1	0	2	0	4.0%
Health Professions (51)	0	4	2	10	0	0	5.3%
Business Management and Marketing (52)	2	1	6	1	8	0	6.0%
Percent	24.0%	25.0%	13.7%	8.3%	29.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/University of Central Oklahoma Use of Electronic Media

- A total of 661 students were enrolled in electronic media courses with 511 in computer-based courses, 150 in ITV courses, and no telecourses were offered.
- Of the 51 courses offered via electronic media, 33 were computer-based courses, 18 were ITV courses.
- Of the 1,909 credit hours offered, 1,463 were generated by computer-based courses, and 446 by ITV courses.
- The majority of courses were education (51.0 percent); visual and performing arts accounted for 15.7 percent and personal culinary services accounted for 13.7 percent.
- Senior level (4) accounted for 45.1 percent of all electronic media courses, while 43.1 percent was taught at the graduate (5) course level.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
UCO (120)	Number of Enrollments (seats)	511	150	0	661
	Number of Courses	33	18	0	51
	Credit Hours	1,463	446	0	1,909

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Personal and Culinary Services (12)	0	0	0	4	3	0	13.7%
Education (13)	1	0	2	11	12	0	51.0%
Foreign Languages, Literatures & Linguistics (16)	0	0	1	2	1	0	7.8%
Family and Consume Sciences (19)	0	0	0	1	1	0	3.9%
English Language and Literature (23)	0	0	1	1	1	0	5.9%
Social Sciences (45)	0	1	0	0	0	0	2.0%
Visual and Performing Arts (50)	0	0	0	4	4	0	15.7%
Percent	2.0%	2.0%	7.8%	45.1%	43.1%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Cameron University Use of Electronic Media

- A total of 1,325 students were enrolled in electronic media courses with 9 enrolled in computer-based courses, 663 in ITV courses, and 653 in telecourses.
- Of the 172 courses offered via electronic media, 31 were computer-based courses, 152 were ITV courses, and 17 courses telecourses.
- Of the 4,019 credit hours offered, 27 were generated by computer-based courses, 2,033 by ITV courses, and 1,959 by telecourses..
- The majority of courses were family sciences and English (23.5 percent); communication/journalism accounted for 20.6 percent.
- Junior level courses (3) accounted for 35.3 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
CU (130)	Number of Enrollments (seats)	9	663	653	1,325
	Number of Courses	3	152	17	172
	Credit Hours	27	2,033	1,959	4,019

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level **</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Communication and Journalism (09)	1	0	6	0	0	0	20.6%
Computer and Information Sciences (11)	4	0	0	0	0	0	11.8%
Education (13)	0	0	0	0	3	0	8.8%
Engineering (14)	0	0	2	0	0	0	5.9%
Engineering Technologies (15)	1	0	0	0	0	0	2.9%
Health Services (17)	1	0	0	0	0	0	2.9%
Family and Consumer Sciences (19)	3	0	4	1	0	0	23.5%
English Language and Literature (23)	1	0	0	0	0	7	23.5%
Percent	32.4%	0.0%	35.3%	2.9%	8.8%	20.6%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Oklahoma Panhandle State University Use of Electronic Media

- When retrieving data from UDS, no courses were detected.
 - After contacting this institution it was discovered that they did send out courses but errors in data entry were found.
 - The institution will correct this problem before the next reporting period.
-

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
OPSU (132)	Number of Enrollments (seats)	0	0	0	0
	Number of Courses	0	0	0	0
	Credit Hours	0	0	0	0

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Institutional Summary/University of Science and Arts of Oklahoma Use of Electronic Media

- A total of 42 students were enrolled in electronic media courses with 42 enrolled in ITV courses.
- Of the 3 courses offered via electronic media 3 were computer-based courses.
- Of the 126 credit hours offered, all were generated by computer-based courses.
- The majority of courses were education (66.7 percent); mathematics/statistics accounted for 33.3 percent.
- Freshmen level courses (1) accounted for 100.0 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Comp</u>	<u>Type of Delivery*</u>		<u>Total</u>
			<u>ITV</u>	<u>Tel</u>	
USAO (132)	Number of Enrollments (seats)	0	42	0	42
	Number of Courses	0	3	0	3
	Credit Hours	0	126	0	126

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Education (13)	2	0	0	0	0	0	66.7%
Mathematics and Statistics (27)	1	0	0	0	0	0	33.3%
Percent	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Langston University Use of Electronic Media

- A total of 474 students were enrolled in electronic media courses.
 - Of the 37 courses offered via electronic media, all were ITV courses. There were no computer-based courses or telecourses were offered.
 - A total of 1,422 credit hours were generated by ITV courses.
 - No UDS data available for course discipline codes.
-

<u>Institution</u>	<u>Reported by</u>	<u>Comp</u>	<u>Type of Delivery*</u>		<u>Total</u>
			<u>ITV</u>	<u>Tel</u>	
LU (120)	Number of Enrollments (seats)	0	474	0	474
	Number of Courses	0	37	0	37
	Credit Hours	0	1,422	0	1422

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Institutional Summary/Carl Albert State College Use of Electronic Media

- A total of 500 students were enrolled in Electronic courses with 82 enrolled in computer-based courses, 405 in ITV courses, and 13 in telecourses.
- Of the 66 courses offered via electronic media, 6 were computer-based courses, 59 were ITV courses, and 1 telecourse was offered.
- Of the 1,488 credit hours offered, 234 were generated by computer-based courses, 1,215 by ITV courses, and 39 by telecourses.
- The majority of courses were English language (33.3 percent); mathematics accounted for 21.1 percent and home economics accounted for 17.5 percent.
- Freshmen level (1) courses accounted for 75.4 percent of all electronic media courses, while no graduate level courses were offered.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
CASC (242)	Number of Enrollments (seats)	82	405	13	500
	Number of Courses	6	59	1	66
	Credit Hours	234	1,215	39	1,488

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Computer and Information Sciences (11)	2	0	0	0	0	0	3.5%
Education (13)	3	0	0	0	0	0	5.3%
Vocational Home Economics (20)	3	7	0	0	0	0	17.5%
English Language and Literature (23)	19	0	0	0	0	0	33.3%
Mathematics and Statistics (27)	9	3	0	0	0	0	21.1%
Philosophy and Religious Studies (38)	1	0	0	0	0	0	1.8%
Psychology (42)	1	0	0	0	0	0	1.8%
Social Sciences (45)	7	1	0	0	0	0	14.0%
Health Professions (51)	0	1	0	0	0	0	1.8%
Business Management and Marketing (52)	0	2	0	0	0	0	3.5%
Percent	75.4%	24.6%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Connors State College Use of Electronic Media

- A total of 649 students were enrolled in electronic media courses with 88 in computer-based courses, 467 in ITV courses, and 94 in telecourses.
- Of the 73 courses offered via electronic media, 4 were computer-based courses, 60 were ITV courses, and 9 were telecourses.
- Of the 2,145 credit hours offered, 264 were generated by computer-based courses, 1,599 by ITV courses, and 282 by telecourses.
- The majority of courses were mathematics/statistics (27.4 percent); foreign languages accounted for 18.2 percent and social sciences accounted for 17.8 percent.
- Freshmen level (1) accounted for 57.5 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
CSC (140)	Number of Enrollments (seats)	88	467	94	649
	Number of Courses	4	60	9	73
	Credit Hours	264	1,599	282	2,145

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Agricultural Science (02)	0	4	0	0	0	0	5.5%
Foreign Languages, Literatures, & Linguistics (16)	2	0	0	0	0	0	18.2%
Liberal Arts and Sciences (24)	4	7	0	0	0	0	15.1%
Mathematics and Statistics (27)	14	6	0	0	0	0	27.4%
Physical Sciences (40)	8	3	0	0	0	0	15.1%
Psychology (42)	2	0	0	0	0	0	2.7%
Security and Protective Services (43)	0	3	0	0	0	0	4.1%
Social Sciences (45)	8	5	0	0	0	0	17.8%
Business Management and Marketing (52)	4	7	0	0	0	0	15.1%
Percent	57.5%	42.5%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Murray State College Use of Electronic Media

- A total of 1,101 students were enrolled in electronic media courses with 376 in computer-based courses, 672 in ITV courses, and 53 in telecourses.
- Of the 71 courses offered via electronic media, 14 were computer-based courses, 55 were ITV courses, and 2 were telecourses.
- A total of 3,275 credit hours were offered: 1,128 were generated by computer-based courses, 1,988 by ITV courses, and 159 by telecourses.
- Social sciences, accounted for the most courses with 35.2 percent; mathematics accounted for 16.9 percent and protective services accounted for 11.3 percent.
- Freshmen level courses (1) accounted for 74.6 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
MSC (142)	Number of Enrollments (seats)	376	672	53	1,101
	Number of Courses	14	55	2	71
	Credit Hours	1,128	1,988	159	3,275

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Natural Resources & Conservation (03)	0	2	0	0	0	0	2.8%
Computer and Information Sciences (11)	0	2	0	0	0	0	2.8%
English Language and Literature (23)	4	0	0	0	0	0	5.6%
Biological and Biomedical Sciences (26)	4	0	0	0	0	0	5.6%
Mathematics and Statistics (27)	11	1	0	0	0	0	16.9%
Health Related Skills (34)	2	0	0	0	0	0	2.8%
Philosophy and Religious Studies (38)	4	0	0	0	0	0	5.6%
Psychology (42)	1	4	0	0	0	0	7.0%
Security and Protective Services (43)	4	4	0	0	0	0	11.3%
Social Sciences (45)	21	4	0	0	0	0	35.2%
Business Management and Marketing (52)	2	1	0	0	0	0	4.2%
Percent	74.6%	25.4%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Eastern Oklahoma State College Use of Electronic Media

- A total of 206 students were enrolled in electronic media courses with 13 in computer-based courses, and 193 in ITV courses.
- Of the 26 courses offered via electronic media, 2 were computer-based courses, and 24 were ITV courses.
- A total of 812 credit hours were offered: 39 were generated by computer-based courses, and 117 by ITV courses.
- Health professions accounted for the most courses with 23.1 percent; mathematics, English, and social science each accounted for 15.4 percent.
- Freshmen level courses (1) accounted for 57.7 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
EOOSC (141)	Number of Enrollments (seats)	13	193	0	206
	Number of Courses	2	24	0	26
	Credit Hours	39	773	0	812

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Agricultural Science (02)	1	0	0	0	0	0	3.8%
Engineering Technologies (15)	2	1	0	0	0	0	11.5%
Health Sciences (18)	0	1	0	0	0	0	3.8%
English Language and Literature (23)	4	0	0	0	0	0	15.4%
Mathematics and Statistics (27)	3	1	0	0	0	0	15.4%
Psychology (42)	1	1	0	0	0	0	7.7%
Social Sciences (45)	3	1	0	0	0	0	15.4%
Health Professions (51)	1	5	0	0	0	0	23.1%
Business Management and Marketing (52)	0	1	0	0	0	0	3.8%
Percent	57.7%	42.3%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Northeastern Oklahoma A&M College Use of Electronic Media

- A total of 576 students were enrolled in electronic media courses with 154 in computer-based courses, 166 in ITV courses, and 256 in telecourses.
- Of the 51 courses offered via electronic media, 9 were computer-based courses, 23 were ITV courses, and 19 were telecourses.
- A total of 1,728 credit hours were offered: 462 were generated by computer-based courses, 498 by ITV courses and 768 by telecourses.
- Social sciences accounted for the most courses with 55.6 percent; mathematics accounted for 16.7 percent.
- Freshmen level courses (1) accounted for 66.7 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
NEOAMC (143)	Number of Enrollments (seats)	154	166	256	576
	Number of Courses	9	23	19	51
	Credit Hours	462	498	768	1,728

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Marketing Operations (08)	0	1	0	0	0	0	5.6%
Mathematics and Statistics (27)	3	0	0	0	0	0	16.7%
Psychology (42)	1	0	0	0	0	0	5.6%
Social Sciences (45)	8	2	0	0	0	0	55.6%
Visual and Performing Arts (50)	0	1	0	0	0	0	5.6%
Business Management and Marketing (52)	0	2	0	0	0	0	11.1%
Percent	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Northern Oklahoma College Use of Electronic Media

- A total of 6,112 students were enrolled in electronic media courses with 2,344 in computer-based courses, 3,176 in ITV courses, and 692 in telecourses.
- Of the 501 courses offered via electronic media, 118 were computer-based courses, 324 were ITV courses, and 59 were telecourses.
- A total of 18,578 credit hours were offered: 6,732 were generated by computer-based courses, 9,737 by ITV courses, and 2,109 by telecourses.
- Social science accounted for the most courses (27.2 percent); mathematics accounted for 20.5 percent.
- Freshmen level (1) courses accounted for 68.4 percent of all electronic media courses.

	<u>Institution</u>	<u>Reported by</u>			<u>Type of Delivery*</u>	<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>		
NOC (144)	Number of Enrollments (seats)	2,244	3,176	692		6,112
	Number of Courses	118	324	59		501
	Credit Hours	6,732	9,737	2,109		18,578

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level **</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Communication and Journalism (09)	0	2	0	0	0	0	0.4%
Communication Technologies	7	25	0	0	0	0	6.8%
Computer and Information Sciences (11)	39	10	0	0	0	0	10.3%
Education (13)	2	0	0	0	0	0	0.4%
Foreign Languages, Literatures & Linguistics (16)	3	0	0	0	0	0	0.6%
Health Services (18)	12	18	0	0	0	0	6.3%
English Language and Literature (23)	25	6	0	0	0	0	6.5%
Biological and Biomedical Sciences (26)	13	0	0	0	0	0	2.7%
Mathematics and Statistics (27)	79	18	0	0	0	0	20.5%
Multi/Interdisciplinary Studies (30)	0	2	0	0	0	0	0.4%
Philosophy and Religious Studies (38)	0	3	0	0	0	0	0.6%
Physical Sciences (40)	16	0	0	0	0	0	3.4%
Psychology (42)	21	2	0	0	0	0	4.9%
Social Sciences (45)	86	43	0	0	0	0	27.2%
Visual and Performing Arts (50)	8	0	0	0	0	0	7.2%
Business Management and Marketing (52)	13	21	0	0	0	0	7.2%
Percent	68.4%	31.6%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Oklahoma City Community College Use of Electronic Media

- A total of 4,947 students were enrolled in electronic media courses with 2,587 in computer-based courses, 17 in ITV courses, and 2,343 in telecourses.
- Of the 320 courses offered via electronic media, 116 were computer-based courses, 2 were ITV courses, and 202 were telecourses.
- Of the 15,008 credit hours offered, 7,782 were generated by computer-based courses, 51 by ITV courses, and 7,125 by telecourses.
- The majority of courses were mathematics/statistics (22.6 percent); social science accounted for 11.5 percent and business accounted for 10.3 percent.
- Freshmen level courses (1) accounted for 64.2 percent of all electronic media courses.

	<u>Institution</u>	<u>Reported by</u>			<u>Type of Delivery*</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	<u>Total</u>
OCCC (246)	Number of Enrollments (seats)	2,587	17	2,343	4,947
	Number of Courses	116	2	202	320
	Credit Hours	7,782	51	7,175	15,008

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Marketing Operations (08)	0	1	0	0	0	0	0.4%
Communication and Journalism (09)	0	3	0	0	0	0	1.2%
Communication Technologies (10)	0	1	0	0	0	0	0.4%
Computer and Information Sciences (11)	9	4	0	0	0	0	5.3%
Education (13)	1	0	0	0	0	0	0.4%
Engineering Technologies (15)	0	3	0	0	0	0	1.2%
Foreign Languages, Literatures and Linguistics (16)	1	0	0	0	0	0	0.4%
Family and Consume Sciences (19)	2	0	0	0	0	0	0.8%
Vocational Home Economics (20)	2	7	0	0	0	0	3.7%
English Language and Literature (23)	19	3	0	0	0	0	9.1%
Biological and Biomedical Sciences (26)	16	4	0	0	0	0	8.2%
Mathematics and Statistics (27)	54	1	0	0	0	0	22.6%
Multi/Interdisciplinary Studies (30)	0	13	0	0	0	0	5.3%
Philosophy and Religious Studies (38)	5	6	0	0	0	0	4.5%
Physical Sciences (40)	11	0	0	0	0	0	4.5%
Psychology (42)	8	3	0	0	0	0	4.5%
Public Administration and Social Services (44)	0	1	0	0	0	0	4.5%
Social Sciences (45)	18	10	0	0	0	0	11.5%
Pre cision Production (48)	0	3	0	0	0	0	1.2%
Visual and Performing Arts (50)	2	7	0	0	0	0	3.7%
Business Management and Marketing (52)	8	17	0	0	0	0	10.3%
Percent	64.2%	35.8%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Redlands Community College Use of Electronic Media

- A total of 1,068 students were enrolled in electronic media courses with 209 in computer-based courses, 459 in ITV courses, and 400 in telecourses.
- Of the 134 courses offered via electronic media, 51 were computer-based courses, 56 were ITV courses, and 27 were telecourses.
- A total of 3,165 credit hours were offered: 629 were generated by computer-based courses, 1,355 by ITV courses, and 1,181 by telecourses.
- Business accounted the most courses (37.8 percent); computer information technologies accounted for 13.5 percent.
- Freshmen level (1) courses accounted for 55.4 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
RCC (241)	Number of Enrollments (seats)	209	459	400	1,068
	Number of Courses	51	56	27	134
	Credit Hours	629	1,355	1,181	3,165

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Computer and Information Sciences (11)	7	3	0	0	0	0	13.5%
Education (13)	0	4	0	0	0	0	5.4%
English Language and Literature (23)	3	3	0	0	0	0	8.1%
Liberal Arts and Sciences (24)	3	2	0	0	0	0	6.8%
Mathematics and Statistics (27)	0	3	0	0	0	0	4.1%
Physical Sciences (40)	2	0	0	0	0	0	2.7%
Psychology (42)	0	2	0	0	0	0	2.7%
Security and Protective Services (43)	0	2	0	0	0	0	2.7%
Social Sciences (45)	3	3	0	0	0	0	8.1%
Visual and Performing Arts (50)	1	0	0	0	0	0	1.4%
Health Professions (51)	4	1	0	0	0	0	6.8%
Business Management and Marketing (52)	18	10	0	0	0	0	37.8%
Percent	55.4%	44.6%	0.0%	0.0%	0.0%	0.0%	13.5%

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Rose State College Use of Electronic Media

- A total of 1,459 students were enrolled in electronic media courses with 451 were in computer-based courses, 11 in ITV courses, and 997 in telecourses.
- Of the 134 courses offered via electronic media, 71 were computer-based courses, 1 was an ITV course, and 62 were telecourses.
- A total of 4,319 credit hours were offered: 1,339 were generated by computer-based courses, 33 by ITV courses, and 2,947 by telecourses.
- Health sciences and English literature accounted for most courses with 16.7 percent each.
- Freshmen level courses (1) accounted for 65.4 percent of all electronic media courses.

	<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
			<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
RSC (245)	Number of Enrollments (seats)	451	11	997	1,459	
	Number of Courses	71	1	62	134	
	Credit Hours	1,339	33	2,947	4,319	

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level **</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Computer and Information Sciences (11)	10	0	0	0	0	0	12.8%
Foreign Languages, Literatures, and Linguistics (16)	2	0	0	0	0	0	2.6%
Health Services (17)	9	4	0	0	0	0	16.7%
Family and Consume Sciences (19)	0	6	0	0	0	0	7.7%
Vocational Home Economics (20)	0	2	0	0	0	0	2.6%
English Language and Literature (23)	9	4	0	0	0	0	16.7%
Library Science (25)	10	0	0	0	0	0	12.8%
Mathematics and Statistics (27)	3	0	0	0	0	0	3.8%
Multi/Interdisciplinary Studies (30)	0	2	0	0	0	0	2.6%
Personal Awareness (37)	1	0	0	0	0	0	1.3%
Philosophy and Religious Studies (38)	2	2	0	0	0	0	5.1%
Physical Sciences (40)	3	1	0	0	0	0	5.1%
Visual and Performing Arts	10	0	0	0	0	0	12.8%
Business Management and Marketing (52)	2	6	0	0	0	0	10.3%
Percent	65.4%	34.6%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Seminole State College Use of Electronic Media

- A total of 126 students were enrolled in electronic media courses, with 8 in computer-based courses, 28 in ITV courses, and 90 in telecourses.
- Of the 14 courses offered via electronic media, 2 were computer-based courses, 4 were ITV courses, and 8 were telecourses.
- A total of 378 credit hours were offered: 24 were generated by computer-based courses, 84 by ITV courses, and 270 by telecourses.
- Social sciences accounted for the most courses (50.0 percent); biological sciences, philosophy, and psychology each accounted for 12.5 percent.
- Freshmen level courses (1) accounted for 81.3 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
SSC (244)	Number of Enrollments (seats)	8	28	90	126
	Number of Courses	2	4	8	14
	Credit Hours	24	84	270	378

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

<u>Discipline</u>	<u>Number of Courses by Course Level and Discipline</u>						<u>Percent</u>
	<u>Course Level **</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Biological and Biomedical Sciences (26)	0	1	0	0	0	0	6.3%
Mathematics and Statistics (27)	2	0	0	0	0	0	12.5%
Parks, Recreation, Leisure and Fitness (31)	0	1	0	0	0	0	6.3%
Philosophy and Religious Studies (38)	2	0	0	0	0	0	12.5%
Psychology (42)	2	0	0	0	0	0	12.5%
Public Administration and Social Services (44)	0	1	0	0	0	0	6.3%
Social Sciences (45)	7	1	0	0	0	0	50.0%
Percent	81.3%	18.8%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Tulsa Community College Use of Electronic Media

- A total of 7,122 students were enrolled in electronic media courses with 4,624 enrolled in computer-based courses, 215 in ITV courses, and 2,283 in telecourses.
- Of the 214 courses offered via electronic media, 22 were computer-based courses, 62 were ITV courses, and 130 telecourses.
- Of the 21,029 credit hours offered, 13,608 were generated by computer-based courses, 547 by ITV courses, and 6,874 by telecourses.
- The majority of courses were business (30.5 percent); social science accounted for 26.6 percent and English accounted for 11.8 percent.
- Freshmen level courses (1) accounted for 62.0 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
TCC (146)	Number of Enrollments (seats)	4,624	215	2,283	7,122
	Number of Courses	22	62	130	214
	Credit Hours	13,608	547	6,874	21,029

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Marketing Operations (08)	0	5	0	0	0	0	1.0%
Computer and Information Sciences (11)	0	1	0	0	0	0	0.2%
Education (13)	3	0	0	0	0	0	0.6%
Engineering (14)	0	2	0	0	0	0	0.4%
Foreign Languages, Literatures, and Linguistics (16)	24	4	0	0	0	0	5.8%
Vocational Home Economics (20)	4	6	0	0	0	0	2.1%
English Language and Literature (23)	37	20	0	0	0	0	11.8%
Biological and Biomedical Sciences (26)	10	2	0	0	0	0	2.5%
Mathematics and Statistics	10	0	0	0	0	0	2.1%
Multi/Interdisciplinary Studies (30)	0	17	0	0	0	0	3.5%
Philosophy and Religious Studies (38)	2	0	0	0	0	0	0.4%
Theology an Religious Vocations (39)	20	0	0	0	0	0	4.1%
Physical Sciences (40)	4	2	0	0	0	0	4.1%
Psychology (42)	12	13	0	0	0	0	5.2%
Social Sciences (45)	84	45	0	0	0	0	26.6%
Visual and Performing Arts (50)	0	8	0	0	0	0	1.6%
Health Professions (51)	2	0	0	0	0	0	0.4%
Business Management and Marketing (52)	80	68	0	0	0	0	30.5%
Percent	60.2%	39.8%	0.0%	0.0%	0.0%	0.0%	0.0%

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

Institutional Summary/Western Oklahoma State College Use of Electronic Media

- A total of 915 students were enrolled in electronic media courses with 97 enrolled in computer-based courses, 412 in ITV courses, and 406 in telecourses.
- Of the 104 courses offered via electronic media, 5 were computer-based courses, 81 were ITV courses, and 18 were telecourses.
- A total of 2,613 credit hours were offered: 291 were generated by computer-based courses, 1,104 by ITV courses, and 1,218 by telecourses.
- Social sciences accounted for the most courses with 35.6 percent.
- Freshmen level courses (1) accounted for 82.7 percent of all electronic media courses.

<u>Institution</u>	<u>Reported by</u>	<u>Type of Delivery*</u>			<u>Total</u>
		<u>Comp</u>	<u>ITV</u>	<u>Tel</u>	
WOSC (240)	Number of Enrollments (seats)	97	412	406	915
	Number of Courses	5	81	18	104
	Credit Hours	291	1,104	1,218	2,613

*Comp = Computer Based Programs, ITV = Interactive Video Programs, and Tel = Telecourses

Number of Courses by Course Level and Discipline

<u>Discipline</u>	<u>Course Level**</u>						<u>Percent</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Computer and Information Sciences (11)	3	1	0	0	0	0	3.8%
Family and Consume Sciences (19)	6	2	0	0	0	0	7.7%
Vocational Home Economics (20)	0	6	0	0	0	0	5.8%
English Language and Literature (23)	12	3	0	0	0	0	14.4%
Liberal Arts and Sciences (24)	0	1	0	0	0	0	1.0%
Mathematics and Statistics (27)	3	0	0	0	0	0	2.9%
Parks, Recreation, Leisure and Fitness (31)	1	0	0	0	0	0	1.0%
Basic Skills (32)	6	0	0	0	0	0	5.8%
Psychology (42)	14	0	0	0	0	0	13.5%
Social Sciences (45)	36	1	0	0	0	0	35.6%
Transportation and Materials Moving (49)	1	0	0	0	0	0	1.0%
Visual and Performing Arts (50)	4	0	0	0	0	0	3.8%
Business Management and Marketing (52)	0	4	0	0	0	0	3.8%
Percent	82.7%	17.3%	0.0%	0.0%	0.0%	0.0%	

**1= Freshmen Level, 2= Sophomore Level, 3= Junior Level, 4= Senior Level, 5 and 6 are Graduate level Courses

**Table 7
Student Achievement**

Distribution of Grades by Delivery Method (All Institutions)

Summary of Achievement

Grade	Delivery Method			Total	Percent
	Comp	ITV	Tel		
No Credit (0)	277	67	90	434	1.1%
A (1)	5,080	5,320	2,250	12,650	31.3%
B (2)	2,443	3,728	1,993	8,164	20.2%
C (3)	1,481	1,862	1,416	4,759	11.8%
D (4)	491	595	499	1,585	6.7%
F (5)	1,379	543	774	2,696	13.8%
Withdrawal (6)	2,918	1,040	1,624	5,582	13.8%
Audit (7)	43	18	13	74	0.2%
Incomplete (8)	665	153	350	1,168	2.9%
Pass or Sat (9)	1,339	336	21	1,696	4.2%
No Pass (U)	131	10	12	153	0.4%
Admin Withdrawal (W)	895	296	191	1,382	3.4%
No Grade at Report Time (N)	4	14	1	19	0.0%
Thesis or Dis in progress (X)	0	4	0	4	0.0%
Total	17,146	13,986	9,234	40,366	100.0%
Percent	42.5%	34.6%	22.9%	100.0%	

All Courses

	Total	Percent
Number and Percent Who Received a Passing Grade A-D or Sat(9)	28,854	71.5%
Number and Percent Who Withdrew	6,964	17.3%
Number and Percent Who Received a Failing (F) or Unsat (U) Grade	2,849	7.1%
Number and Percent Who Received an Incomplete (I) or No grade (N)	1,187	2.9%

Computer Based Courses

	Total	Percent
Number and Percent Who Received a Passing Grade A-D or Sat(9)	10,834	63.2%
Number and Percent Who Withdrew	3,813	22.2%
Number and Percent Who Received a Failing (F) or Unsat (U) Grade	1,510	8.8%
Number and Percent Who Received an Incomplete (I) or No grade (N)	669	3.9%

ITV Courses

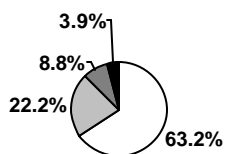
	Total	Percent
Number and Percent Who Received a Passing Grade A-D or Sat(9)	11,841	84.7%
Number and Percent Who Withdrew	1,336	9.6%
Number and Percent Who Received a Failing (F) or Unsat (U) Grade	553	4.0%
Number and Percent Who Received an Incomplete (I) or No grade (N)	167	1.2%

Telecourses

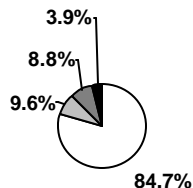
	Total	Percent
Number and Percent Who Received a Passing Grade A-D or Sat(9)	8,235	89.2%
Number and Percent Who Withdrew	1,815	19.7%
Number and Percent Who Received a Failing (F) or Unsat (U) Grade	786	8.5%
Number and Percent Who Received an Incomplete (I) or No grade (N)	351	3.8%

**Figure 1
Achievement by Delivery Method**

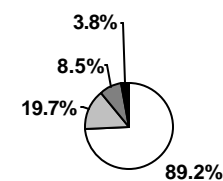
Computer Based Programs



ITV Courses



Telecourses



Passed

Withdraw

Failed

Incomplete

Electronic Media Analysis and Recommendations

2000-2001

Distance learning efforts have recently become popular additions to almost every college or university across the nation. Oklahoma higher education institutions have a long history of delivering courses and programs using distance learning technologies. Established in 1970, the Oklahoma Higher Education Televised Instruction System (Talkback TV) was one of the first state distance learning networks. It was the beginning of a state infrastructure that is now known as OneNet. Further, some Oklahoma institutions have received national recognition for their work in distance education. OSU has been a leader in satellite-delivery. Rogers State College (now Rogers State University) was one of the first community colleges to offer courses via the Internet through an agreement with America Online.

The State Regents' *"Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs"* anticipated both the growth and change that would characterize electronically delivered instruction when it was adopted in 1995. It calls for a regular review of electronic media activity and the effectiveness of the policy in promoting quality and access using distance learning. Electronic media offerings were last reviewed by the State Regents at the June 29, 2001 meeting. This report summarizes electronic media activity across the State System for the 2000-2001 academic year.

According to the data collected through the UDS, Oklahoma colleges and universities remain active in the use of technology to deliver courses and programs. Every institution within the State System provides courses and programs using distance-learning technology.

Oklahoma's two comprehensive universities continue to be national leaders in the delivery of courses and programs using technology. The 14,719 student credit hours generated in 2000-2001 represents 12.5 percent of the system total. OU's offerings covered a variety of disciplines with the largest (31.0 percent) number of courses offered in liberal arts and sciences. OSU's offerings included a number of disciplines, but the most sections were offered in engineering (46.2 percent).

Regional universities also showed growth and activity in electron media offerings in the period studies. The 1,386 courses offered by regional universities account for 39.1 percent of courses offered in the system. The courses of study were varied, and virtually all disciplines were offered in one form or another. Offerings in business, education, and social sciences were the most prevalent. NWOSU, SWOSU, and RSU reported significant numbers of offerings accounting for more than 24.0 percent of all courses offered in the State System.

In the national context, two-year institutions are considered leaders in innovation and use of technology in instruction. Oklahoma's community colleges are no different in that respect, and the data indicate a strong distance learning effort within the community college tier. More than half of distance education student enrollment are in community colleges. While the community college tier leads the others, individual campuses have also been recognized as leaders in electronic delivery. Data show that Tulsa Community College generated the most student credit hours using distance education (21,029). The course subject areas from community colleges were diverse, and covered most areas of general education, business, and social science.

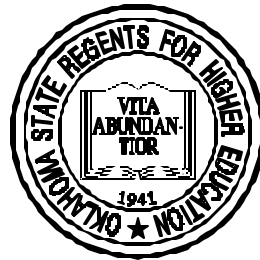
The data also indicate areas for improvement. As a State System, more could be done to extend access to students through distance learning opportunities. There is an unmet demand for select programs; some disciplines and degree programs are less available than others. Further distance learning offerings would benefit from additional resources targeted at improving the quality of online services to distance learners.

Recommendations related to electronic media offerings are provided below.

- The State Regents should continue to encourage the use of distance learning technologies to meet the needs of Oklahoma citizens and provide more flexible learning options.
- Investments in faculty development to better utilize the technologies should also be encouraged.

- State Regents' policies related to electronic media should continue to be monitored to ensure that they provide the right balance of quality assurance, flexibility, and responsiveness.
- Extensive distance learning programs require significant resources. Further growth and success among colleges and universities in Oklahoma is contingent upon effective collaboration. The State Regents' OCO should be affirmed as the primary collaborative effort related to distance education, and as resources are available, it should be strengthened to better meet the needs of member institutions and the students they serve. The competitive advantage held by the OCO and Oklahoma institutions through earlier progress and efforts will disappear without additional attention and support.

Appendices



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OKLAHOMA LEARNING SITE POLICIES AND PROCEDURES

I. Introduction

This policy provides the foundation for the development of a proactive, equitable means of using higher education resources to address unmet higher education needs in communities around the state. The State Regents' "*Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs*" is a companion policy which details the criteria and process for program approval, sets the educational standards for courses and programs delivered electronically, and details the technical and support standards for interactive video instructional courses and programs.

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

The State Regents have designated each of Oklahoma's 25 public colleges and universities and the two higher education centers as learning sites effective January 1, 1999. This designation carries with it the function and responsibility of ensuring that area higher education needs are met either through programs offered by the responsible institutions or by another institution. As noted in the Electronic Media Policy, institutions are responsible for ascertaining and aggressively meeting the educational needs in their respective communities. In serving these needs, institutions are to utilize the programmatic and course expertise of sister institutions.

II. State Goals, Objectives, and Strategies

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

A. Statement of Goals

1. Improve the quality of life of Oklahoma citizens.

2. Improve Oklahoma's rankings on national economic indicators - achieve a condition in which Oklahoma's growth rate on national economic indicators is consistently above the national average.

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

1. Provide access for citizens and employers in all geographic areas of the state to needed academic programs and associated support services.
2. Enhance the capacity of Oklahoma's colleges and universities to meet the needs of the individual and the corporate citizens of the state. This capacity should have these characteristics:
 - Accessibility: Oklahoma institutions will have the capacity to deliver educational content to all parts of the state at appropriate times and in appropriate formats (e.g., pedagogy and mode of delivery).
 - Programmatic relevance: Consistent with the Electronic Media Policy, Oklahoma institutions will have the capacity to provide needed programs or, if necessary, to acquire programs from out of state. The authority to acquire programs from out-of-state colleges and universities shall be based on demonstrated demand and a State Regents' determination that ongoing programmatic capacity should not be created in the state.
 - Quality: As detailed in the Electronic Media Policy, Oklahoma institutions will have the collective capacity to provide programs that are competitive in the marketplace with regard to both academic quality and the capacity to be delivered at off-campus locations.
 - Responsiveness: Oklahoma's higher education institutions will respond and will be provided the incentives to respond to client needs in a timely fashion. This responsiveness applies to both academic programs and problem-solving/technical assistance.
 - Cost-effectiveness: Oklahoma will enhance the quality of existing educational assets (physical and human) and utilize these assets to serve a broader array of clients. Decisions to invest in new educational assets will be made on a very selective basis.

B. Key Strategies to Achieve State Goals

1. Increase the educational attainment levels of the state's adult population.

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

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

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

III. Designation and Operation of Learning Sites

A. Designation of Initial and New Learning Sites

At the December 11, 1998 State Regents' meeting, the 25 public colleges and universities and the two higher education centers were officially designated as learning sites. Additionally, the State Regents are pilot testing a new learning site in Ponca City to commence operations with the 1999 fall semester. To most effectively meet the educational needs of the state, the institutional branch campuses must play active roles. At this time, the branch campuses are not officially designated as learning sites. Nonetheless, the home institutions should exercise the philosophy inherent in the learning site initiatives at their branch campuses and work aggressively to meet community educational needs.

These initially designated learning sites provide geographic access to nearly all Oklahoma residents. Therefore, rather than proactively seeking the development of new sites in additional communities, the State Regents will focus attention on ensuring the capacity of these initial sites to function effectively as learning sites.

The State Regents recognize that communities in addition to those where initial site designations are made may want a learning site as one component of a broader community development strategy. The State Regents will decide the designation of such locations as learning sites on a case-by-case basis. Among the factors that will be considered in making a decision regarding such a designation:

- The proximity of the proposed site to one previously designated and the extent and nature of adverse impacts on the existing learning sites.
- The availability of appropriate physical facilities. These facilities can be located either in existing structures - libraries, schools, community centers, or corporate offices - or in structures constructed expressly for this purpose. In the latter case, funding for construction must come from sources other than the state. (See Attachment A for a list of minimum requirements for physical facilities.)

- The availability of necessary technology (bandwidth, computing capacity, interactive video, etc.). (See Attachment B for the minimum level of technology to equip the facility.)
- Provision for ensuring the availability of the staffing necessary to offer required administrative and student support services at the learning site. The services expected to be provided at each learning site include:
 - ✓ Student services (e.g., providing advising and academic counseling, and financial aid);
 - ✓ Instructional support services (providing access to information and library services, physical space in which courses can be offered, access to necessary technology for learners and faculty/mentors, and monitoring and assessments); and
 - ✓ Administrative support services (e.g., registering students, collecting tuition and fees, and providing bookstore services/distribution of learning materials).

(See the Electronic Media Policy for a detailed listing of the technical and support standards.)

B. Responsibility Areas

As noted in the Electronic Media Policy, there are no geographic service areas for courses and programs delivered electronically. However, institutions are responsible for ascertaining and aggressively meeting the education needs in their respective communities. This Learning Site Policy continues the shift away from geographic service areas toward the idea of responsibility areas. Consistent with the State Regents' functional assignments, each institution is assigned a geographic area within which it, as a learning site, is charged with ensuring that priority educational needs are met. To accomplish this charge, learning sites have:

- The responsibility for identifying the educational needs of the population in their assigned areas, and
- The responsibility to identify providers who can deliver necessary courses/programs to their sites. In identifying institutional providers, courses and programs from State System institutions should be given first consideration. Additionally, as the community's educational needs are evaluated, attention should be paid to the community's preference of instructional providers. Such input may be received through a community advisory board.

In the case of learning sites that are not based at an existing institution, the State Regents will designate an institution as responsible, or the State Regents will assume the responsibility for identifying the educational needs and providers with the advice of clients and local community stakeholders.

C. Coordination of Multiple Learning Sites in the Same Area

There are instances in which multiple learning sites serve residents of the same geographic area. Initially, the State Regents will recognize each such learning site as equal within the context of this policy. These learning sites are encouraged to develop a mechanism for working cooperatively to identify and arrange for provision of educational services to residents of their responsibility area.

After monitoring the level of service delivery relative to community need, the practice detailed above may be altered and one or more learning sites may be selected to assume a leadership position in assessing local needs and devising a response to those needs.

D. Program Approval and Review

The following State Regents' policies guide new program approval and review: "*Policy Statement on Program Approval*" and "*Policy Statement on Program Review*". As previously noted, the Electronic Media Policy is the umbrella policy for learning sites.

Consistent with the State Regents' Academic Planning and Resource Allocation (APRA) initiative, priority for investments in programmatic capacity will be given to selective improvement of existing programs rather than to the creation of new academic programs. The state's existing educational institutions' programmatic capacity is to be utilized to extend the reach to students not currently served by these programs. Institutional identification of programs for selective improvements is to be incorporated into the institutions' academic program review process.

New programs will be approved when, in addition to meeting the requirements in the related State Regents' policies cited above:

- No acceptable providers either within or outside the state of a needed program can be identified;
- The State Regents determine that the new program is in the long-term interests of the institution and the state; and
- Opportunities for improved quality, delivery, and cost savings can be achieved through collaboration of several institutions in the development of programs, courses, or modules for off-campus delivery.

IV. Planning

Planning will proceed on two levels: system and institutional.

A. System

The State Regents will have the responsibility for:

- Identifying the highest priority unmet educational needs in the state;
- Identifying the new educational assets (i.e., programs, technology, personnel) needed to serve these unmet needs; and
- Conducting an annual review of priorities and progress made to respond to the identified unmet educational needs.

B. Institutions

Institutions are to incorporate into their program review and academic planning processes and document submissions to the State Regents the following:

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

V. *Accountability*

The Electronic Media Policy sets academic standards to ensure that there are no differences in the academic quality, academic standards including admission and retention standards, and student evaluation standards between courses and programs delivered electronically and those taught in the traditional manner. The institution offering the program/course shall have sole responsibility for maintaining academic records for students enrolled at off-campus locations. While staff at receive sites/learning sites may facilitate the compilation of data, ultimate responsibility lies with the offering institution.

The Electronic Media Policy also calls for regular policy review with benchmarks for evaluating the policy's effectiveness based on the academic quality of the courses and programs and the cost and accessibility to Oklahoma citizens. Additional measures for

evaluating student success should include retention, grades, graduation rates, general satisfaction with course quality, methods of delivery, and academic support services. In this regard, the State Regents will specify data to be submitted annually to provide assurances that academic quality is being maintained. In addition, the State Regents will provide accountability on a system basis with an annually developed set of indicators that:

- Indicate the extent to which the state's improvement goals are being met; and
- Provide a basis for monitoring the progress being made toward achieving the priority objectives established by the State Regents.

VI. *Fiscal*

A. Host Institutions

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

1. **Capacity Building/Sustaining Grants (Receive Site Funding).** Each learning site recognized by the State Regents will receive an annual grant to be used in the creation and maintenance of the basic infrastructure necessary for successful functioning of a site. In the initial years, it is anticipated that the funds will be utilized primarily to equip interactive video classrooms, computer labs, etc. In subsequent years, it is anticipated that these funds will be utilized to replace equipment on a regular cycle and provide some funding for necessary support staff. Since capacity building/sustaining grants are largely institutional grants, institutions with more than one site (a branch campus, center, etc. in addition to the main campus) are encouraged to target their funding on those sites where there is the least potential overlap with other institutions.
2. **Service Level Rewards.** In addition to capacity building grants, as funds become available learning sites will be funded for the amount of service provided to clients in the responsibility areas which they serve.* The greater the service provided, the greater the funding that flows to the learning site. This funding mechanism component is based on only service delivered by an institution other than the host institution, including services produced by another institution that replace those that would normally be taught by an institution's own faculty. (A methodology to determine service level rewards will be developed.)
3. **Priority Investment Fund.** To the extent funding is available, the State Regents will develop a priority investment fund tied to economic and workforce development objectives set in cooperation with the Oklahoma Department of Commerce. The objective of the priority investment funds is

to make it cost feasible for institutions to provide new, high-priority offerings for low numbers of potential learners in sparsely populated regions. The intent of the fund will be to ensure that priority programs and services are available and that the target audience can gain access to the services through learning sites.

B. Provider Institutions

1. **Electronic Policy Exemption.** Because local host institutions will provide on-site student support services, it is expected that the quality of electronic course delivery will increase and that less provider effort and expenditure will be required. It is, therefore, the intent of the State Regents that provider institutions be exempt from fiscal provisions of the Electronic Media Policy and not require institutions to recover full cost in their electronic fee structure when providing electronic courses to approved learning sites.
2. **Electronic Curriculum Development Fund.** Because provider institutions need support to develop and deliver high-quality electronic courses, modules, or programs, the State Regents will expand on their 1998 cooperative curriculum development project by creating and maintaining a curriculum development fund. The intent of this fund will be to support initiatives from institutions, consortia of institutions, or inter-institutional teams to develop new curricula, modules, or new pedagogical methods. Many of the needs in Oklahoma are likely to be in locations and fields where new approaches to curricular design and delivery will be necessary. To the extent funds are available, grants under this fund will be made annually on a competitive basis. The purpose of the grants will be to develop courses that can be: a) effectively delivered to off-campus locations and b) simultaneously utilized on campus to deliver instruction in a more effective and efficient way.

* As additional funds become available, funding officially designated higher education sites at appropriate levels is the recommended first priority and incentive funding is the recommended second priority.

Learning Site Policy

Attachment A: Minimum Requirements for Physical Facilities

Provision of higher education services to a community or area through a Learning Site requires physical facilities that support academic program needs, quality and excellence, program demand, new technologies and innovation, and associated support services. These facilities can be located either in existing structure - libraries, schools, community centers, corporate offices - or in structures constructed expressly for this purpose. Although the detailed requirements for learning sites will vary depending on the level, types, size, and number of programs, proposed learning sites must comply with the minimum requirements listed below:

1. The facilities should be designed or configured to support effective teaching and learning.
2. The facilities should provide access to academic resources, instructional equipment, library and learning resources, electronic services and products, laboratories and studios, and computers in adequate breadth, depth, and quality to support the academic programs being offered at the learning site.

3. Classrooms and other space should be available in sufficient number and size to meet the instructional needs of the site. These should be properly lighted, equipped, heated, ventilated, and adequately furnished.
4. The facilities must be accessible and in compliance with the Americans with Disabilities Act.
5. Satisfactory parking space should be available.
6. All facilities (including parking areas) should provide for a safe and healthy environment, with attention given to protect and enhance the safety and security of the individuals who may use them. Facilities should be free of major safety or environmental deficits, and should comply with local fire, building, health, and safety requirements.
7. The Learning Site should provide a plan for physical facilities which includes:
 - gross square footage and description of key building features;
 - date of construction (with dates and descriptions of most recent major renovations);
 - analysis of facilities based on current academic space and utilization standards;
 - mechanisms for evaluating the conditions and usefulness of facilities both for short term (such as in the case of computing facilities) and long term (such as buildings and labs);
 - programmatic justification for discrete spaces (classrooms, labs, offices, etc.); and
 - operational cost projections (including maintenance and utilities costs).

Learning Site Policy

Attachment B: Minimum Requirements for Technology

Provision of higher education services to a community or area through a learning site requires access to technologies that support academic program needs, quality and excellence, program demand, innovation, and associated support services. Although the detailed technology requirements for learning sites will vary depending on the level, types, size, and number of programs, proposed learning sites must comply with the minimum requirements listed below:

1. Learning sites must be connected to OneNet via a dedicated circuit at the T-1 (1.54 Mbs) level or higher, with data communications conforming to OneNet protocols and standards (e.g., TCP/IP, PPP/HDLC, SNMP).
2. Interactive video facilities must be available to allow videoconferencing with other institutions on OneNet, using one or more of the videoconferencing systems supported by OneNet (e.g., full-motion video via Grass Valley J-Series Codec, compressed video using H-320, video-over-IP or video using H.323). Videoconferencing facilities must be compliant with OneNet standards.
3. An adequate number of computer workstations must be available for student and faculty use that are:
 - accessible both in and outside of class;

- capable of supporting current applications required by the academic programs offered through the site (adequate CPU speed, mass storage, RAM, etc.);
 - connected through a local area network through which access is provided to the Internet;
 - connected to printers, scanners, and other peripherals that may be required to support the academic programs offered.
4. The learning site should have a Technology Plan in place that includes strategies for acquiring and retiring technology, providing technical support, and training users.
 5. Technology should also be available for accessing academic resources, library and learning resources, and other electronic services and products in adequate breadth, depth, and quality to support the academic programs being offered at the learning site.
 6. Learning sites should provide assistive technology for individuals under the provisions of the Americans with Disabilities Act.
 7. Learning sites must provide telecommunications services for teachers and learners that promote interaction and communication, including telephone, e-mail, and facsimile.
 8. Video equipment (VCRs and monitors) should be available for teacher and student use.

Adopted by the State Regents on April 16, 1999.

**POLICIES AND PROCEDURES
PERTAINING TO THE ELECTRONIC DELIVERY
OF COURSES AND PROGRAMS¹**

PART I. AUTHORIZATION, PURPOSE, AND DEFINITIONS

A. Basis of Authorization

Article XIII-A of the Constitution of Oklahoma authorizes continuing education, extension, and public service education as designated by the State Regents as part of the functions and courses of study of the institutions comprising The Oklahoma State System of Higher Education (70 O.S. 1981, Section 2252). The State Regents have assigned each institution an extension function with the scope of the activity varying by institutional tier (see *Policy on Functions of Public Institutions* in Chapter 2).

B. Purpose of Policy

The purpose of this policy is to establish standards for delivering credit educational experiences through electronic media with the primary focus being distance learning programs and courses. The policy applies to courses and programs delivered by Oklahoma State System institutions both within and outside of the state of Oklahoma. Similarly, the policy coordinates the transmission of course work by out-of-state institutions via electronic media.

It is the intention of the Oklahoma State Regents for Higher Education to ensure that distance learning courses and programs are subject to the same level of scrutiny and meet or exceed the same academic standards and student outcomes expected in more traditional settings or for conventional campus-based programs.

The use of information technology in Oklahoma can and should be applied to the multiple goals of the Oklahoma college and university system: (1) to extend access through distance learning to place- and time-bound students; (2) to improve the achievement and skill level of students, whether in traditional campus programs or in distance learning settings, by actively engaging them in the learning process; (3) to improve the linkages between Oklahoma higher education and other sectors of education; and (4) to be a force for the dissemination of information and knowledge to business, government, and community organizations.

The policy builds on the programmatic strengths and the existing technological capabilities of the State System institutions respectively. Institutions are responsible for ascertaining and aggressively meeting the educational needs in their respective communities. In serving

¹This policy selectively incorporates language and standards from "Guidelines for Distance Learning Programs" by Middle States Association of Colleges and Schools Commission on Higher Education, 1997; from "Technology 2000: Recommendations on the Utilization of Information Technology in Oklahoma Higher Education System" by James R. Mingle, 1997; and from North Central Association Commission on Institutions of Higher Education "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs," 1995.

these needs, institutions are encouraged to utilize the programmatic and course expertise of sister institutions. The electronic delivery of programs and courses should be used to enhance efficiency while increasing institutional sharing of resources, all for the purpose of enhancing access to postsecondary educational opportunities to Oklahoma citizens. Above all, the policy is intended to promote system wide cooperation and collaboration in the delivery of high quality and unduplicated educational programming.

C. Definitions

1. Program is defined as a sequentially organized series of educational experiences, most often identified as courses, designed to culminate in the awarding of an academic degree or certificate. Requests for new programs to be delivered electronically will be submitted in the same manner as on-campus programs (see *Policy Statement on Program Approval* in Chapter 2). They must also meet the requirements outlined in this policy.
2. Distance Education consists of all arrangements for providing instruction through print and electronic communications media to persons engaged in planned learning in a place or time different from that of the instructor or instructors.² This policy does not regulate computer or electronically augmented traditional campus instruction or print media.
3. Electronic Media include, but are not necessarily limited to, television (cable, ITFS closed circuit, interactive video, satellite, broadcast), audio and computer conferencing, CD-ROM and interactive CD-ROM, radio broadcasting, telephone instruction, Internet-based delivery, and combinations thereof.

PART II. CRITERIA AND PROCESS FOR PROGRAM EVALUATION

State Regents' approval is required to electronically extend existing campus-based academic programs defined as follows: 1) if courses are offered in such a manner or location that an individual student can take 50 percent or more of the courses for the major³ electronically; or 2) the program is advertised as available in electronic form. Criteria for provisional approval are based on qualitative consideration of the highest order and the compatibility of the requested offering with the institution's mission and capacity as defined below. Criteria for continuing approval will be based on a "best practices" review and, where appropriate, a joint North Central Association (NCA) evaluation as detailed below.

A. Provisional Approval

1. Approval Criteria: The program request must address the following information/criteria:

²Contemporary Issues in American Distance Education. Pergamon Press, New York, 1990.

³Major is defined as courses in the discipline of the student's major, excluding support courses, general education courses, and elective courses.

- a. The location(s) and students the program is designed to serve;
- b. Evidence of student and employer need for program in this learning mode;
- c. Demonstration that the program does not unnecessarily duplicate existing programs in the state (see *Policy Statement on Program Approval* in Chapter 2);
- d. Appropriateness of the proposed technology to meet the program's objectives and demonstration that the institution possesses the equipment and technical expertise to offer the program in this mode of delivery;
- e. Coursework will be taught by persons qualified for appointment to the faculty of the discipline in the institution instructing the course. All appointments must be approved by the academic unit instructing the course and approved through established procedures for academic appointments. Provisions must be made for faculty support services and faculty training specifically related to teaching via the planned technology;
- f. Assurances that appropriate learning resources including library resources, laboratories, facilities, and equipment are available to students;
- g. Reasonable and adequate student access to the range of student services appropriate to support their learning including admissions, financial aid, academic advising, business office services, and placement and counseling;
- h. Provisions for appropriate real-time or delayed interaction between faculty and students and among students;
- i. Plans to ensure the integrity of the student work and the credibility of degrees and credits awarded;
- j. Provisions to ensure that advertising, recruiting, and admissions materials clearly and accurately represent the program and the services available; and
- k. Cost and funding of the proposed program (see *Policy Statement on Program Approval* in Chapter 2).

2. Procedures

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

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

- b. The institutional governing board must approve the program request prior to the institutional president formally submitting the request to the Chancellor for the State Regents' consideration.
 - c. The request must be submitted with sufficient lead time prior to the desired semester offering of the program to allow for an on-site evaluation, in an on-site visit is warranted.
 - d. Member(s) of the State Regents' staff or their external consultants, at the institution's expense, will conduct an on-site review, when appropriate, to evaluate the institution's request based on the criteria articulated in this policy and the institution's capacity to deliver the program. Proposals that do not warrant an on-site visit will be reviewed by State Regents' staff based on the criteria in this policy.
 - e. The Chancellor will submit a recommendation to the State Regents. Prior to the formal submission of the recommendation, the institution will be informed of the Chancellor's recommendation.
- f. The State Regents will take one of three actions: 1) disapprove the program with written explanation to the institution of the reasons for this action; 2) defer the program request until the institution meets specified criteria or provides additional information; or 3) provisionally approve the program for a specified period of time pending a "best practices" evaluation detailed in the following section.

B. Continuing Approval

During the period of provisional program approval, the institution is required to conduct an organized, rigorous, and thorough "best practices" review. Continuing program approval will be based upon the conduct of this "best practices" review; the plans for implementing the recommendations as a result of the review; review and approval of the North Central Association, as appropriate; and other productivity or qualitative standards that may be set at the time of provisional approval.

This "best practices" review will include:

- a. the systematic identification of the qualitative processes that contribute to high performing institutions in the particular mode of delivery and field experiences using external consultants to assist as needed in this process;
- b. the identification of quantitative benchmarks against which progress and success can be measured;
- c. the systematic survey of potential "best practice" sites both in the state of Oklahoma and outside the state to discover which institutions have been successful;
- d. site visits and/or personal interviews with key personnel at the "best practices" sites;

- e. a summary of findings; and
- f. an implementation plan for making the necessary improvements in processes to achieve "best practice" in this institutional program.

Additional evaluation of the provisionally approved program will include the following student success information:

- a. Students' background, knowledge, and technology skills; and
- b. Assessment of student learning outcomes, student retention, and student and faculty satisfaction.

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

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

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

PART III. EDUCATIONAL STANDARDS FOR COURSES AND PROGRAMS

A. Academic Standards

There are to be no differences in the academic quality, academic standards including admission and retention standards, and student evaluation standards between courses and programs delivered electronically and those taught in the traditional manner. To this end, the academic requirements and standards in electronic media courses shall be comparable to those in the same course delivered on campus.

All State Regents' and institutional policies, standards, and guidelines for on-campus instruction apply to electronic instruction with the exception of course meeting time as defined in the *Standards Regarding Academic Calendars of Institutions and Undergraduate Academic Workload Standards in the Oklahoma State System of Higher Education* (in Chapter 2). While student "time in class" is not regulated by this policy, academic standards and learning outcomes are to be equivalent to courses delivered on campus in the traditional format.

B. Applicability of Credit

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

C. Technical and Support Standards for Interactive Video Instructional Courses and Programs

1. The institution instructing the course should provide the following:

- Qualified and technically experienced faculty who are familiar with the network policies and practices and available for interaction with distance learners outside of class time through videoconferencing, e-mail, telephone, or other methods.
- Academic, administrative, and technical support contacts for the student and the host site coordinator. These contacts would provide information and assistance in the technical operations, as well as in student services related to admissions, enrollment, advisement, financial aid, and other services needed by the student.
- Library privileges for students through interlibrary loan and/or electronic resource access, including online access to catalogs, databases, and other materials, and the growing array of facsimile tools.
- Clear and efficient procedures for obtaining textbooks and other course materials.

2. The institution hosting the course should provide accessible, convenient, and comprehensive support functions for distant learners including:

- An easily identified and accessible office at the facility with knowledgeable personnel responsible for OneNet programs, procedures, and adherence to policy, designated to serve as a resource for the student.
- Easy and dependable access to video receiving facilities for each class meeting, including access to convenient parking. Such facilities should be well maintained and appropriately equipped.
- A library or comparable resource that can provide or obtain the materials necessary for successful completion of the course.
- Access to general electronic or computer resources necessary for successful completion of the class, including, but not limited to word processing and other productivity tools, e-mail, and Internet services. This would not include class-specific, specialized software programs, which should be provided by the originating institution.
- An established method for proctoring examinations.

3. OneNet will provide a dependable and technically advanced network connection between and among the institutions, and will include:
 - A 24-hour telephone hotline for technical problems.
 - A clear set of technical standards for campus facilities connected to the network.
 - A method of distributing information to member institutions, including policies, procedures, scheduling information, and system updates.
 - A representative body for discussing and recommending system procedures, policies, and issues.

D. Institutional Assessment

1. Institutional policies governing faculty evaluation, including student evaluation of instruction, apply.
2. Course and program assessment policies of the institution transcribing the course and the State Regents apply.

E. Copyright and Intellectual Property

1. Institutions shall ensure compliance with all applicable copyright laws concerning the use and transmission of films, videotapes, recording, or other protected works.
2. Institutions shall ensure compliance with all applicable policies regulating intellectual property.

PART IV. FISCAL PROVISIONS

- A. It is the intent of the State Regents that, to the extent possible through the authorized fee structure, full institutional cost be recovered for electronic media offerings.⁴
- B. As set forth in 70 O.S. 1991, Section 3219.3, government entities including but not limited to the military, profit and nonprofit associations, corporations, and other private entities may contract with individual institutions for the delivery of electronic media programs and courses in an amount sufficient to cover the total cost of delivery of such courses and programs. Fees negotiated by colleges and universities under this title are subject to approval by the State Regents on a case-by-case basis. Equipment costs will be borne by the contracting entity.

PART V. REPORTING

⁴ These costs exclude ONENET

- A. All electronic media course data will be an integral part of each institution's unitized data system.
- B. To the fullest extent possible, reports of authorized electronic media courses will be completed using the Unitized Data System data. Until such time as UDS can accommodate these reports in total, institutions will submit the needed information.

PART VI. POLICY REVIEW

Due to the continuing, rapid advances in technology, this policy will be reviewed on a regular basis. Benchmarks for evaluating the policy's effectiveness should be based on the academic quality of the courses and programs and the cost and accessibility to Oklahoma citizens. Additional measures for evaluating student success should include retention, grades, graduation rates, general satisfaction with course quality, methods of delivery, and academic support services.

Adopted by the State Regents on June 28, 1995. Revised January 24, 1997, June 30, 1998, December 3, 1999, and June 29, 2001.

Refer to related policies:

- ? *Policies and Procedures for Accreditation of Institutions of Higher Learning* (see Chapter 2)
- ? *Policies and Procedures Pertaining to Off-Campus Programs and Courses* (see Chapter 3)
- ? *Policy Statement on Undergraduate Degree Requirements and Articulation* (see Chapter 2)
- ? *Policy Statement on Program Review* (see Chapter 2)
- ? *Standards Regarding Academic Calendars of Institutions and Undergraduate Academic Workload Standards in the Oklahoma State System of Higher Education* (see Chapter 2)
- ? Educational and General Budget, Section 1, "*Basic Factors of Consideration in Determining Educational Program Costs*" (see Chapter 4)
- ? Current Student Fees
- ? *Policy Statement on Admission to, Retention In, and Transfer Among Colleges and Universities of the State System* (see Chapter 2)
- ? *Policy Statement on Program Approval* (see Chapter 2)
- ? *Standards of Education Relating to Credit for Extracurricular Learning* (see Chapter 2)