



Criterion One:

## Mission and Integrity

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

# 1

Criterion One focuses on the mission statement of OSU-Oklahoma City, which broadly describes the institutional goal for educating students. The institution is guided in its pursuit of this goal by documents that include mission, vision, core values, function, and philosophy statements. These assertions drive campus efforts to educate students, expand relationships with business and industry and community partners, and continue to build on OSU-Oklahoma City's reputation as a quality institution of higher education.

This section describes mission documents, the ways in which they are manifested on and off campus, and how they are understood by stakeholders. Criterion One also presents the campus administrative structures that help make all of these endeavors possible. This discussion provides the foundation for the remainder of the self-study.

At the time of the 2000 Higher Learning Commission follow-up site visit the OSU-Oklahoma City mission statement from the campus catalog read as follows:

OSU-Oklahoma City provides collegiate level career and transfer educational programs and supportive services, which will prepare individuals to live and work in an increasingly technological and global community. (emphasis added)

After the 2000 HLC follow-up site visit, and in the continuing spirit of the self-study, the Vice Presidents' Council revisited and ultimately revised the campus mission statement to reflect changes desired by staff, faculty, and administrators. The current mission statement reflected in campus documents, both in print and online, reads as follows:

OSU-Oklahoma City develops and delivers collegiate level career and transfer educational programs, professional development and support services, which prepare individuals to live and work in an increasingly technological and global community. (emphasis added)



**Current mission documents read as follows.**

**Mission**

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Oklahoma State University-Oklahoma City develops and delivers collegiate level career and transfer educational programs, professional development and support services which prepare individuals to live and work in an increasingly technological and global community.

**Vision**

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Oklahoma State University-Oklahoma City will be the preeminent educational resource in Oklahoma City, enhancing people's lives by providing:

- Unique and exceptional programs to serve the community.
- Progressive, highest quality learning opportunities.
- Outstanding support services.

**Function**

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OSU-Oklahoma City's function as an institution includes, but is not limited to, the following:

- Maintain an open-door policy, which will provide access to higher education for all eligible individuals, treating all students fairly and equally and with no discrimination, regardless of social, economic, or academic background.
- Provide learning opportunities for students to complete a bachelor of technology degree, an associate in applied science degree, an associate of science degree or a certificate program primarily in technical education.
- Prepare students for upper division academic study; when appropriate, participating in reciprocal and cooperative relationships with educational and various other types of institutions.
- Provide students the opportunity to acquire the knowledge and skills that will enable them to accomplish specified career or personal education goals.
- Provide a developmental studies program to enable students to be successful at the college level.
- Provide a complete student services program, including academic advisement, career planning and placement, enrollment management, counseling services, judicial programs and services, admissions and records, minority student programs and services, veteran services, student life, financial aid, assessment, student support services, job placement, Family Resource Center, and wellness services.
- Conduct classes, workshops, seminars and conferences to accommodate the needs of local business, industry and community groups on a non-credit basis.
- Engage in a continual campus-wide program of assessment and improvement, including regular systematic review of program and funding sources, conduct long- and short-range planning, and provide and encourage faculty and staff development activities, to meet stated goals and improve efficiency and effectiveness.



## Philosophy

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OSU-Oklahoma City operates in the belief that each person should be:

- treated with dignity and respect,
- afforded equal opportunity to acquire a complete educational experience,
- given an opportunity to discover and develop their special aptitudes and insights,
- provided an opportunity to equip themselves for a fulfilling life and responsible citizenship in a world characterized by change.

## OSU-Oklahoma City Core Values

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The institution's core values include excellence, intellectual freedom, diversity, integrity, service, and stewardship of resources.

The current mission statement combines forward thinking progress with essential services that benefit the public. The old mission notes OSU-Oklahoma City provides programs, while the current mission proclaims our pioneering spirit in development and delivery, which the campus has long embraced. Part of that spirit can be seen in innovative course delivery systems (to be discussed in detail in **Criterion 3**).

Even before the last site visit, OSU-Oklahoma City had begun limited online delivery and distance education offerings were well received. Now, campus online course offerings have increased to 122 unduplicated courses ([Class Schedule](#)) and all general education courses are also offered online. Distance education offerings are also now significantly diversified.

- Interactive television
- Produced television courses delivered via cable television
- Hybrid online courses (class attended on campus/some portions of course online)
- Fully online degrees

Finally, effective delivery of courses also includes the way faculty members deliver content in the classroom. To meet increasing demand for greater technological advances in the classroom, campus administrators committed funds to upgrade computer labs, computers in instructors' offices, and technology in classrooms such as Smart-Boards and teachers' stations equipped with computer, ceiling-mounted projectors, and document cameras. Since that time 66 of our 101 classrooms have been redesigned with the teacher station as a standard set-up option ([Classroom Renovations](#)).

Program development since the last site visit has been diverse, creative, and relevant addressing health care service needs, serving minority groups, and even preparing students to serve their country in the event of a local, national, or international emergency ([see full list of instructional programs](#)). Approved in 2007, and perhaps the most groundbreaking degree for OSU-Oklahoma City as the first bachelor's degree to be offered by the campus, the Bachelor of Technology-Emergency Responder Administration prepares students to meet the demand for skilled professionals to coordinate response to manmade or natural disasters, minimizing collateral damage and maximizing resources and benefits to the public.



Offering a bachelor's degree may seem beyond the scope of the institution's mission. However, development and delivery of this degree is both logical and natural given three important elements.

- OSU-Oklahoma City's mission to "prepare individuals to live and work in an increasingly technological and global society,"
- successful, well-established police science, municipal fire protection, emergency management, and paramedic associate degrees, and
- experience as part of a state skilled in coordinated disaster response.

Development of the BT-ERA is even more appropriate viewed in the wake of the September 11, 2001, tragedies, hurricanes Rita and Katrina, increased incidents of catastrophic fires worldwide, and other disasters and strife around the world. The human suffering and property loss inflicted by such events require professional and coordinated responses. Mitigating these costs – both human and economic – depends on having educated and trained professionals who can get to the scene quickly and act appropriately. This degree also created a natural 2 + 2 program for graduates of the established degrees mentioned above, opening their careers to further advancement.

Most recently, OSU-Oklahoma City responded to the call for cleaner energy and added the Wind Turbine Technology A.A. S. degree and a certificate program. Wind energy (which Oklahoma has in abundance) has been widely embraced and promises to be a key means by which OSU-Oklahoma City can help both the economy and the environment. Graduates become productive employees in well-paying jobs virtually guaranteed by business partners, and the institution helps the environment by training a workforce to support this developing alternative energy source.

Finally, the current university mission statement promises "professional development and support services" instead of "supportive services." OSU-Oklahoma City fulfills this promise through several campus offices.

Advisement Center	Assessment Center
Business and Industry Training and Education	Career Resource Center
Cooperative Alliance Services	Deaf Student Services
Family Resource Center	Financial Aid & Scholarships
Hispanic Student Services	Human Resources
Library	Precision Driving Training Center
Project REACH	REACH4Work
Services to Students with Disabilities	Student Support Services
Technology Education Center	Technology Support Center
The Learning Center	Veterans Services

Through these and other offices on campus, students, staff, faculty, and the constituents served by the institution are offered credit and non-credit professional development opportunities and support for academic and non-academic activities.



These mission documents, and the campus products and services that support them, set the prevailing direction for the institution, guiding both the daily operations and long-range [strategic planning processes](#). The current strategic plan (2009-2010) includes eight objectives which focus on delivering quality education to students, maintaining well-prepared faculty, being good stewards of resources now and for the future, creating a welcoming campus environment for all who visit, and strengthening ties to the community. All services provided on campus emanate from one of these strategic plan objectives.

### **Core Component 1a:**

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#### **The organization's mission documents are clear and articulate publicly the organization's commitments.**

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In 1944 [The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges](#) was created for the purpose of regulating, governing, and leading five institutions and their constituent agencies. OSU-Oklahoma City was established later in 1961.

In the late 1980s the OSU-Oklahoma City mission was broadened to provide for collegiate-level career and transfer programs and services. Associate of Science degrees were approved by the Oklahoma State Regents for Higher Education in the early 1990s. Beginning in the early 2000s, the mission and vision statements were reviewed annually as part of the strategic planning/budget development process. The campus mission statement is printed in numerous college publications for public viewing, including the campus Catalog, Faculty Handbook, Adjunct Faculty Handbook, Student Rights & Responsibilities, online versions of all of these documents, and on the [administration website](#).

All evidence presented in this self-study supports elements of the institution's mission. Evidence highlights the school's ability to deliver quality college-level career and transfer programs preparing students for jobs demanded by workforce employers, explore professional development and support services offered to students, the community, staff and faculty in order to better prepare all to function more competitively in a global marketplace, and further undergirds the on-going commitment of the institution to provide teaching and support technology for students, faculty, and staff in order to position us as leaders in a growing international community.

#### **The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define OSU-Oklahoma City's mission.**

**Mission** The OSU-Oklahoma City mission statement, supported by the OSU A&M Board of Regents, remains the guiding force for all activities and programs on campus. The mission statement also acts as the compass for the campus vision, philosophy, function of the institution and core value statements.

Crucial elements of campus culture are represented here. Excellence, fairness, and opportunity are among the most important components of service to our internal and external constituents.

**Vision** Though the wording of the mission statement has changed only slightly in the last 10 years, the vision for the campus has changed dramatically under the current administration's leadership. The last self-study showed an institution focused on local issues in that present time. OSU-Oklahoma City had just begun delivering online courses and only had one online degree.

Degree programs at that time were focused primarily on delivering technical skills to students in order to provide them with tools they needed to be successful immediately after graduation in a *local* workforce. Workforce pre-



paredness is still a critical part of the campus mission; however, our student population now includes students who live and may work thousands of miles away.

At the time of this self-study, OSU-Oklahoma City remains future focused with an eye toward serving local, national, and global constituents. As noted in the Report Introduction, six accredited online degree programs and one certificate are now offered, also all general education courses required for OSU-Oklahoma City degrees are now offered online ([Class Schedule](#)). These efforts expand the institution's ability to distribute quality education to students locally, to rural parts of the state, and globally, particularly serving military students and/or their spouses abroad.

Finally, OSU-Oklahoma City serves local, national, and global interests through new degrees and programs in virtually every division.

Division	Date	Degree
Agriculture Technologies	2008	Horticulture Technology A.A.S.—Sustainable Crops Production Emphasis
Arts & Sciences	2006	Technical Spanish/Translation and Interpretation A.A.S.
Business	2007	Health Care Administration A.S.
Health Services	2007	Echocardiography Technology A.A.S.
Health Services	2006	Radiologic Technology A.A.S. (part of a Cooperative Alliance Agreement with Metro Technology Centers)
Health Services	2006	Vascular Technology A.A.S.
Human Services	2007	Emergency Responder Administration Bachelor of Technology
Human Services	2003	Police Science A.A.S.– Crime Scene Investigation Emphasis
Science & Engineering	2009	Electrical Power Technology A.A.S.
Science & Engineering	2008	Wind Turbine Technology A.A.S.
Science & Engineering	2003	Power Transmission and Distribution Technology A.A.S.

This list of distinctive and important degree programs, though not a complete list of those added since 2000, represents campus efforts to offer internal and external constituents, near and far, unparalleled opportunities to earn a quality education, well-supported by faculty and staff, in order to make a positive contribution to society.

The [Oklahoma State University System strategic plan](#) ensures that each of five institutions in the Oklahoma State University System has documents that guide decision-making and behavior. The Oklahoma State University System includes OSU Stillwater, OSU-Oklahoma City, OSU-Institute of Technology, OSU-Tulsa, and the OSU Center for Health Sciences in Tulsa, Oklahoma.

Efforts to incorporate strategic planning/ budget development processes was carried forward by OSU-Oklahoma City President Jerry D. Carroll, building on the project management budget planning process already in place at the time. The new process included recommendations from all major stakeholders on the campus, including Dr. Carroll and the Vice Presidents' Council, which currently includes the vice presidents for Academic Affairs, Finance and Operations, and Student Services, senior director for Information Services, senior director for Communications and Marketing, and assistant vice-president for Business and Industry Training and Education.



In 2005, Dr. Carroll and the Vice Presidents' Council reviewed and revised the OSU-Oklahoma City agency strategic plan outlining the aforementioned mission, vision, core values, goals, and objectives of the institution.

The overarching benefit of the campus strategic plan is that the objectives and strategies in the agency (institutional) plan set the stage for the objectives and strategies in the strategic plans at the function and unit levels, which provide the impetus for the budget plans and decisions of the institution. This process allows each of the various functions and units on the OSU-Oklahoma City campus to set its own priorities, with the agency priorities serving as the base.

**The mission, vision, values, and goals documents define the varied internal and external constituencies the organization intends to serve.**

- The OSU-Oklahoma City agency strategic plan defines in its goals, critical success factors, objectives, and strategies the various internal and external constituencies that the institution serves.
- Increasing resources to support faculty/staff development.
- Identifying support services needed by students and the community and developing services based on their needs.
- Cultivating OSU-Oklahoma City alumni relationships to expand the institution's donor base.
- Establishing programs and services to meet the needs of underserved groups.
- Establishing and supporting industry relationships as an integral part of all applied science degrees.
- Establishing and maintaining cooperative relationships with other educational, governmental, and private organizations.
- Ensuring that OSU-Oklahoma City faculty, staff, and students reflect the diversity of the community the institution serves.

These goals, critical success factors, objectives, and strategies are then mirrored in the appropriate unit and/or function strategic plans in order to ensure that the proper resources are in place. The unit and/or functions include Academic Affairs, Student Services, Business and Industry Training and Education Center, Finance and Operations, academic divisions and support areas. Additionally, various campus committees aid in carrying out the responsibilities of these goals, such as the Diversity Committee, Faculty and Staff Development Committee, and the Community Engagement Committee.

**The mission documents include a strong commitment to high academic standards that sustains and advances excellence in higher learning.**

Goal One of the agency strategic plan focuses on teaching excellence. OSU-Oklahoma City ensures the highest standards of excellence in teaching and learning both inside and outside the traditional instructional environment. In order to meet this goal, objectives have been set.

Resources to support faculty/staff development continue to increase, the number of full-time faculty positions continues to grow, student learning is being documented and assessed, and programs and services that support lifelong learning are being created and developed.

This goal and its objectives are mirrored in the appropriate unit and/or function strategic plans to ensure that the proper resources are in place to meet the critical success factors, objectives, and strategies for Goal One of the agency strategic plan.



Additionally, OSU-Oklahoma City has made a commitment to continue to augment the reputation of the campus as the “quality” institution of higher learning in Oklahoma City (Agency Goal Two) by maintaining and enhancing its accreditation through the various agencies available, such as the Higher Learning Commission, the Oklahoma State Regents for Higher Education Technical Occupation review process, and appropriate individual programmatic accreditation.

**The mission documents state goals for the learning to be achieved by its students.**

OSU-Oklahoma City addresses the goals for learning to be achieved by its students in the agency strategic plan, Goal One, Objective 1.3, which states that the institution will document and assess student learning through several strategies.

Administration has appointed two committees to develop a system to assess student learning outside of the classroom. The Assessment of Student Learning Committee leads assessment activities and academic leadership monitors and reports progress of these activities. The institution has also joined and actively participates in the Higher Learning Commission Assessment Academy with the project of integrating general education outcomes assessment with program outcomes assessment. The administration ensures that all programs have outcome objectives.

As mentioned, the assessment efforts are to be carried forward by the Assessment of Student Learning Committee. The Committee’s membership includes representation from all of the academic divisions as well as Student Services. The Committee has as its responsibility to review, evaluate, and make recommendations regarding the OSU-Oklahoma City student assessment policy, methods and timetables, student placement criteria, and student outcome information.

**The institution regularly evaluates and, when appropriate, revises the mission documents.**

OSU-Oklahoma City mission documents are reviewed annually by the president and the Vice Presidents’ Council as part of the strategic planning/budget development process. Since the last site visit, minor changes were made to the campus mission statement to ensure that it accurately describes what the institution does to support Oklahoma City metro students, employers, and the larger global economy.



This process is cyclical in that it happens each year ([timeline](#)), and it drives budgetary decisions. Because the process is mission driven, it is revisited and reviewed each year when units gather to review the prior year’s strategic plan and prepare for the next year.

**The institution makes the mission documents available to the public, particularly to prospective and enrolled students.**

The OSU-Oklahoma City mission and vision statements and the strategic plan can be found on the OSU-Oklahoma City website under the [“Administration”](#) section. Additionally, the mission statement is printed annually in the OSU-Oklahoma City catalog and student handbook.

OSU-Oklahoma City has adopted a set of priorities that clearly define the campus mission and makes every effort to convey and share the mission with the public. The institution reviews mission documents on an annual basis to ensure relevance with the current higher education environment and all of its stakeholders, including students, faculty, staff, alumni, donors, and the public. The strategic planning process has helped guide the institution by developing plans for future goals and objectives while remaining true to the mission and vision of the institution and the Oklahoma State University System.

**Core Component 1b:**

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

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OSU-Oklahoma City understands and welcomes diversity among students, faculty, staff, and administrators and works diligently to embrace the differences in heritage, gender, age, and abilities of the region’s population. To this end, the institution remains highly committed to the principle of inclusion. The institutional philosophy statement establishes expected behavior for campus employees, stakeholders, and constituents. Because both tangible and intangible types of diversity are so highly valued, such as ethnic diversity and diversity of opinions, the campus strives to offer numerous means for all students’ self-expression.

Recruitment and retention strategies, student support programs, strategic planning, community outreach efforts, student groups, and the graduation policy all recognize the diversity of learners at OSU-Oklahoma City. This core value is built upon the belief that each student needs to experience a well-rounded education in order to be adequately prepared to navigate societal challenges present in a global community. To accomplish this goal OSU-Oklahoma City must identify and address issues of diversity among its students, other constituents, and the greater community it serves.





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

First, the institution remains committed to the advancement of diversity as reflected in the mission statement; the campus wants to both be a part of the global marketplace and to prepare students to work in that environment. The college exists to meet the educational needs of traditional and non-traditional, potentially first-generation college students, so they will have ample opportunities.

OSU-Oklahoma City embraces the idea that diversity offers advantages; it broadens perspectives, it offers insight and depth of knowledge and ideas and experience, and it challenges all involved to highlight and embrace differences.

OSU-Oklahoma City students have an opportunity to experience cultural differences and to gain a better understanding of the different mores and values that may be present within their multi-cultural campus community and a global society.

The institution has developed administrative structures, designed programs and created services for students, demonstrating tangible progress towards diversity. Examples include the creation of committees and administrative policies that ensure the campus places a high priority on advancing diversity among students, faculty and staff ([Committee Handbook \(CH\) 1999-2001](#); [CH 2001-2003](#); [CH 2003-2005](#); [CH 2005-2007](#); [CH 2007-2009](#); [CH 2009-2011](#)). Student Services has an on-going responsibility to up-date, refine and evaluate strategic goals in order to maintain a culturally friendly campus that embraces diversity ([Student Services Strategic Plan](#)). The Student Life director is encouraged through target policies to allow students the autonomy to create new clubs and programs that support various cultural interests and activities on campus ([Student Activities & Campus Life](#)).

Students are also encouraged to explore their interests off-campus. The [Oklahoma Global Education Consortium](#), in conjunction with the state community colleges, addresses, advocates, and advances information on global issues to be disseminated to the various colleges for the students, faculty, and staff. Students are encouraged to participate in an essay contest in which they research and explore topics of global interest and importance. Prize money is available, and [OSU-Oklahoma City students](#) have won one or two of these three prizes offered each year since spring 2006.

Furthermore, students are typically encouraged, and some are required as part of their course assignments, to participate in [service learning](#) activities in the community. These activities create opportunities to provide service in the community while the students gain meaningful experiences related to their career interests. They are also exposed to many aspects of diversity that may exist within the workforce and the community-at-large. Campus support of the Oklahoma Global Education Consortium and service learning activities is considered paramount for students' intellectual and civic development.

The Bachelor of Technology in Emergency Responder Administration represents a degree program that meets the needs of diverse learners through recruiting and retention activities, professional development, and diversity initiatives. The BT-ERA program recruits students from national tribal communities, federal agencies, public safety organizations, and international groups from countries such as England, New Zealand, Ireland, and Australia.

Finally, human, fiscal and physical resources have been set aside to ensure that the institution achieves its diversity goals from student learning to hiring practices. These resources are created and set aside in the strategic planning/budget development process (Academic Affairs [2005](#), [2006](#), [2007](#), [2008](#), [2009](#); Finance and Operations [2005](#), [2006](#), [2007](#), [2008](#), [2009](#); and Student Services [2005](#), [2006](#), [2007](#), [2008](#), [2009](#)), and all major areas on campus recognize the critical nature of preserving and perpetuating issues of diversity.

**The mission documents present the organization's function in a multicultural society.**

OSU-Oklahoma City is committed to offering students multicultural experiences on campus and preparing students to function in a multicultural society. That commitment is expressed clearly in the campus' general education goals. OSU-Oklahoma General Education Goal #5, global awareness, "includes knowledge of the geography, history, cultures, values, ecologies, languages and present-day issues . . . to understand the global economic, political and technological forces which define our interconnectedness and shape the lives of the world's citizens" ([Catalog](#), p. 4).

- Provisions are also made for international students' experiences on campus. The International Student Services advisement component assures that international students receive relevant information needed for enrollment. They gain knowledge pertaining to residency requirements, understand the expenses associated with being a student, and receive assistance in the enrollment process.
- The English as a Second Language (ESL) program is available for anyone, students or general public, who wants to improve proficiency in the English language ([Catalog](#), p. 8). Also, some printed promotional, recruitment and special event pieces are available in English or Spanish. Recruitment advertisements are placed with local Hispanic media and portions of the OSU-Oklahoma City website are in [Spanish](#). The campus has an office for [Hispanic Student Services](#).

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

Dr. Carroll, the president, extends a heartfelt welcome to any student, regardless of ethnicity, age, gender, religious beliefs or political affiliations. His attitude establishes the tone that OSU-Oklahoma City respects and values people from all walks of life, and the institution is committed to serving all equally. Internal documents including [Strategic Planning/Budget Development documents](#), [Faculty Handbook](#), [Staff Handbook](#), [Student Rights and Responsibilities](#), [Adjunct Faculty Handbook](#), and the [Catalog](#) all affirm that people should be treated with dignity and respect.

The following select list of services demonstrates the ways in which OSU-Oklahoma City values its students.

- The [Services to Students with Disabilities](#) office provides a variety of services to students with disabilities who attend college to attain a career. A separate Deaf Student Services office associated with the [Interpreter Training program](#) provides a variety of needed resources for students who are deaf or have hearing disabilities.
- The [Family Resource Center](#) provides assistance to OSU-Oklahoma City family members who may be dealing with a variety of life-related issues, enabling them to take a proactive approach toward meeting educational, personal, and professional challenges through an innovative support service network. The program also provides students with resources including access to child care, transportation assistance, textbooks, tutorial services, and support systems.
- The [Student Support Services](#) program provides an encouraging environment in which educational or economically disadvantaged individuals, persons with disabilities, and potential first-generation college students can receive assistance in meeting their academic, career, personal and social needs. Eligible students are provided with opportunities for tutorial services, access to computer labs, academic advisement, social activities, and financial aid to help off-set some of their incurred college expenses.



- The [Veteran Services](#) advisement component provides students who have served in the United States Armed Services with access to current resources and information needed to pursue their educational goals. The students are helped with the process of enrolling, accessing needed resources and academic placement in order to attain educational success.
- The [General Education Diploma](#) enables students who are returning to school as a result of unemployment, underemployment, or displacement issues to pursue their career goals.
- [Project Second Chance](#) is a program of educational support services offered to low income, single parents attending OSU-Oklahoma City. This program helps to address many of the challenges these students may encounter as they enter or re-enter school with limited resources. Students are given the opportunity to develop employable skills and acquire needed education to become more independent as house-hold providers.
- Academic outreach programs such as Educational Talent Search & Upward Bound [Educational Talent Search](#) and [Upward Bound](#) are federally-funded college preparatory programs designed to support economically and educationally disadvantaged high school and middle school students in the surrounding communities. The programs identify, recruit, and assist at-risk students from targeted schools to help them prepare for an education beyond secondary school. This goal is achieved through designed activities which provide a network of support such as tutorial services, academic advisement, mentoring, career exploration, cultural enrichment, academic enrichment, scholarship and financial aid searches, and a variety of post-secondary education programs.

OSU-Oklahoma City faculty and staff value students and each other for who they are today and for their potential to grow. In doing so, the best possible educational environment and the best resources to assure our students' success are provided.

**The organization's required codes of belief or expected behaviors are congruent with its mission.**

OSU-Oklahoma City operates in the belief that everyone on campus and all of the constituents the campus serves should be treated fairly, allowed equal access to education, provided ample opportunities to explore their potential, and be well-prepared to serve with their unique gifts in a global marketplace.

To create an environment conducive to that goal, OSU-Oklahoma City embraces the following policies and procedures.

OSU-Oklahoma City Human Resources Department upholds federal Affirmative Action policies to ensure that all hiring practices for faculty and staff are inclusive of qualified individuals from diversified backgrounds. The campus has developed and follows an [Affirmative Action Plan](#).

Equal Opportunity/Affirmative Action Policy governs all institutional operations in order to achieve the basic mission and goals of the institution. The dignity of all persons and their labors are recognized; in support of this principle, [sexual harassment](#) is condemned in the recruitment, appointment, or advancement of employees and in the evaluation of students' academic performance.

Providing services to students with disabilities is an important commitment on the part of the OSU-Oklahoma City faculty and staff. Every effort is made to maintain compliance with the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973 to assure that all students with disabilities are afforded equal access to educational opportunities, programs, and services.



The Gender Discrimination/Sexual Harassment Policy & Title IX Grievance Procedure as stated in [OSU-Oklahoma City's Statement of Policy](#) provides guidance for filing complaints and finding information and assistance should an individual experiences gender discrimination, including sexual harassment, or observe it happening to others. This policy is in keeping with the spirit and intent of various federal guidelines which address the issue of fair employment practices, ethical standards, and enforcement procedures. The Statement of Policy Governing Appointments, Tenure Promotions, and Related Matters of the faculty of Oklahoma State University-Oklahoma City is intended to be stable and a source of reliable information and guidance to faculty, administrators, and interested members of the public.

The Prohibited Conduct Policy in the [Student Rights and Responsibilities Handbook](#) ensures that each student's rights are protected, so every student feels welcome and safe at OSU-Oklahoma City.

Requirements under the Equal Employment Opportunity Commission are in place to prevent discrimination based on gender under Title VII of the Civil Rights Act of 1964.

The environment created by these policies leaves students open to explore their hearts' desires in such a way that they find their true vocation instead of "just a job." Students, faculty, and staff who benefit from these policies feel valued and reassured that they can explore their interests.

### **The mission documents provide a basis for the organization's basic strategies to address diversity.**

Campus mission documents as defined in this core component provide a structure upon which to address institutional efforts toward diversification on campus. Most importantly, the campus strategic plans provide top-down schematics for ensuring greater diversity on campus. For example, the academic affairs and student services strategic plans mention programs, services, enrollment plans, training opportunities for students, staff, and faculty, and extracurricular student activities as ways the institution seeks to address issues of diversity (Academic Affairs [2005](#), [2006](#), [2007](#), [2008](#), [2009](#); Student Services [2005](#), [2006](#), [2007](#), [2008](#), [2009](#)).

In fact, in 2008, the agency plan was amended to include a new goal, # 8, which is devoted entirely to matters of diversity. On a similar note, the Diversity Committee was established in 2006 to give careful attention to areas where the institution can improve in this area. In light of the presented resources in [administrative structures](#), [student services](#), and [programs](#) OSU-Oklahoma City provides, diversity clearly rises to the top as one of the institution's priorities.

The institution supports its philosophy of inclusion with tangible evidence, which includes faculty, staff, students as well as the surrounding community. Every individual, regardless of ethnicity, religious preference, gender, political affiliation, physical abilities, sexual orientation, and age is welcome at this institution.

This is reflected in the minority enrollment profile change from 21.8% in 1998 to 38% in 2009 ([Institutional Effectiveness E-mail](#)). This progressive increase in diversity among the student enrollment appears to indicate that the commitment to advance diversity is solidly underway. In contrast to statistics from 1998, the 2009 diversity is more representative of the surrounding metropolitan area.

Overall, mission documents at OSU-Oklahoma City relating to diversity are soundly consistent with its core values and practice. The institution has achieved a range of diversity and is steadfastly committed to improving in this area in order to remain current with rapidly changing trends.



## Core Component 1c:

### Understanding of and support for the mission pervades the organization.

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Continuous evaluation and realignment of the OSU-Oklahoma City mission statement and goals that pertain to student preparation and community relations are built into the current campus-wide strategic planning process. This process requires an annual self evaluation to determine how effectively the institution serves students and the community at-large.

The process begins as the agency plan is formulated. Proposed goals and objectives emanate from the agency mission and vision. Then, each unit and function formulates its own mission and vision statements and proposes adequate strategies to achieve its goals and objectives. Departments interact with the administration during the plan's development, communicating the mission statement broadly and uniformly. The resulting documents are widely shared on and off campus with concerned constituents and the community at-large through a variety of community and common education activities.

### The board, administration, faculty, staff, and students understand and support the organization's mission.

The Core Component 1C committee administered a survey to all faculty, staff and students to determine how well these target groups understand and support the mission statement ([Survey](#)). Findings indicated that while the majority does understand and support the mission statement, 23% of the faculty and staff polled indicated that administrative and academic unit goals are not congruent with our mission ([Survey Results](#)). Also, there are concerns in the manner that the mission is articulated. The mission statement was not easily found on the campus website, but steps have been taken to remedy this issue.

### The organization's strategic decisions are mission-driven.

The OSU-Oklahoma City administration evaluates the mission statement. Every unit and function of the system determines its role in achieving the mission. Members of each unit and function meet to review established unit and function mission statements based on their specific role in achieving the overall mission of the institution. Realistic and measurable goals are designed and strategies for achieving each goal are proposed. The results of these discussions, agency and unit goals and objectives for the coming year, are published on the [strategic planning/budget development](#) website.

### The organization's planning and budgeting priorities flow from and support the mission.

As the OSU-Oklahoma City administration continues to monitor the success for the plan in meeting institutional objectives and identifying changing needs, the budget addresses the needs of each unit and function. For example, in the past the administration and faculty have conducted a variety of studies to adequately provide a competitive salary. The "parity schedule" established in 1998 equates faculty salaries with comparable institutions in Oklahoma. The schedule is periodically revised to account for cost of living and merit pay increases.

The administration has also worked diligently to replace faculty members who leave the institution due to attrition or retirement. In 2004-2005, a Staff Compensation Plan was developed to address similar issues for staff. New staff members are hired at a beginning salary, given a raise at 90 days, and another at two years.



The administration also grows new areas. For example, five new positions have been added to the Arts and Sciences Division, the largest division on campus: one associate division head, four department heads, and one new program director (Technical Spanish-Translation/Interpretation).

Additionally, after the 2000 site visit, the administration pledged to increase faculty positions across campus for five years to cope with a steady increase in student population ([Organizational Chart, 2008](#)). Overall, 20 new faculty and 72 staff have been added since 2000.

**The goals of the administrative and academic subunits of the organization are congruent with the organization's mission.**

The strategic planning process yields mission-based budgets and generates financial management dialogue among all levels of the organization. The needs of each department, as indicated in respective strategic plans, determine final budget amounts. Each year, OSU-Oklahoma City strategic planning/budget development documents are prepared in conjunction with the OSU System Strategic Planning.

**The organization's internal constituencies articulate the mission in a consistent manner.**

Evidence of general systemic understanding of the mission statement can be observed across campus. The same message about the mission appears in the OSU-Oklahoma City [Catalog](#), Adjunct Handbook, and full-time Faculty Handbook (Adjunct Handbook, [2006](#), [2007](#), [2008](#), [2009](#); Faculty Handbook, [2005](#); [2006](#); [2007](#); [2008](#), [2009](#)), [Student Rights and Responsibilities](#), and other institutional documents and in their electronic versions. Messages are also constantly spread via cleverly designed, easily accessed media campaign items, such as bookmarks (See Resource Room). No matter the place or document, the message about the campus mission is clearly presented.



## Core Component 1d:

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

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



**Institutional Governing Boards.** As discussed in the Introduction, Higher Education in Oklahoma section, OSU-Oklahoma City is governed by the Oklahoma State Regents for Higher Education and the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges, known as the OSU A&M Board of Regents. Additionally, OSU-Oklahoma City has various advisory boards that, while not governing boards, aid the administration in achieving the mission of the institution.

At the system level, The OSU System President, V. Burns Hargis, is the principal administrative officer for the Oklahoma State University System and is directly responsible to the OSU A&M Board of Regents for all operations of the university system. The president of OSU-Oklahoma City reports directly to the [OSU System President](#).

At the institutional level, the president of OSU-Oklahoma City, Dr. Jerry Carroll, is the principal administrator. With Dr. Jerry Carroll as the president over the last twelve years, several important advances have been made on the OSU-Oklahoma City campus. These include, but are not limited to, the following.

- Unprecedented enrollment growth.
- [Added new degrees.](#)
- Increased number of faculty and staff on campus.
- Improved assessment of student learning.
- Improved diversity of student population.
- Provided direction and support for Engineering Technologies Division.
- Reconciled institution mission and name with Oklahoma State Regents for Higher Education through passage of [SB 995](#).
- Prepared and tested a campus-wide emergency plan (discussed in detail in **Criterion Two**).
- Under the guidance of the Oklahoma State Regents for Higher Education and with the approval of the OSU A&M Board of Regents, added eleven new cooperative agreements with Metro Technology Centers to allow career technology students to earn college credit.
- Opened a Veterans Services Center.
- Campus structures added/remodeled: Agriculture Resource Center, Public Safety Training Center, and a new Physical Plant Building. Remodeled the Student Center. In the planning stages for a new Engineering Technologies Building.
- Added three new fully-equipped science labs.
- Tripled the number of computers available for student use in The Learning Center.
- Established a Technology Support Center to assist students, staff, and faculty with their technology questions and to provide face-to-face technical support from 7:30 a.m. until 10 p.m. Monday through Friday with reduced hours on the weekend.



- Added plasma screens, computer tables and new computers in the classrooms to improve campus communication and the use of technology in the classroom.
- Installed new laptop tables and a sound system in the Student Center.
- Installed security cameras across campus.
- Reorganized the financial aid/scholarship process to ensure that officers in student groups such as SGA, PTK, Honors and the President's Leadership Council are rewarded for their contributions.
- Wireless access across campus.
- Combined Information Technology and Academic Technology into Information Services for better customer service.

**Institutional Advisory Boards.** The President's Advisory Board and various degree program advisory boards lend their experience to promote effective leadership to the campus.

The President's Advisory Board is valuable in long-range planning and instrumental in raising funds. A Campaign Launch Committee has also been created to help with fundraising efforts. Leaders in the private and public sectors with varying experience in business and industry, politics, and community service help in several ways. The board lists three primary purposes.

- Ensure open lines of communication between OSU-Oklahoma City and the community.
- Assist in advising OSU-Oklahoma City in all areas of present activities and future growth.
- Assure that OSU-Oklahoma City remains a partner and leader in the economic, social, and cultural growth of Oklahoma City and the surrounding area.

Academic Program Advisory Committees (APAC) members are leaders in their specific areas of expertise in private and public sectors. These boards meet one to two times annually with academic administrators, division heads, department heads, and faculty to share and recommend ideas concerning curriculum, equipment and technology, and text materials. Their advice is invaluable as many program directors rely on the members' expertise to make decisions to help improve programs and enhance students' educational experiences to solidly prepare them for their future careers.

Advisory boards play a critical role in program growth and development. APAC boards represent constituencies in small business and industry as well as the needs of the working professionals in the degree area and meet one or more times each academic year. Specific examples of advisory board activities will be given in each Criterion section.

Distribution of Organizational Responsibilities. Distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority. Academic Affairs oversees education, teaching, and curricular issues. Day-to-day operation and funding are handled by the Office of Finance and Operations. Student Services exercises purview over all matters that involve students. The Business and Industry Training and Education Center addresses partnerships between OSU-Oklahoma City and external organizations, including non-credit continuing education. The Marketing and Communications department remains responsible for the growing task of projecting a positive image and communicating with prospective students, the



media, and other constituent groups. Information Services manages both information technology and academic technology for the campus. All of these areas have leaders at the level of vice president, assistant vice president, or senior director who report directly to the president. The [Organizational Chart, 2008](#) makes this division of labor clear.

The distribution of responsibility through delegation of authority to these entities allows OSU-Oklahoma City to effectively accomplish its goals. Each entity operates independently but cooperatively. In other words, faculty, staff, and administrators acknowledge and embrace the notion that highly functioning departments do not work in isolation and strongly encourage collaboration among work units.

This collaboration occurs on standing institutional committees, and during special council work such as the Vice Presidents' Council, Instructional Division Heads, Finance and Operations Directors meetings, Student Services Directors meetings, Faculty Senate, Staff Council, and Student Government Association ([SGA](#)). Each of these different facets of distributed responsibilities cooperate with one another to ensure effective educational, operational, and institutional support.

**People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.**

Members of the OSU-Oklahoma City administration are hired through processes that involve a national search, and input from faculty members is required when upper-level administrative positions are being filled. As a result, appropriate qualifications and a national reputation are part of the process for hiring campus administrators. Similar processes are followed in the hiring of faculty members. Each member of the current administration is eminently qualified as noted in the Introduction. They are hired through appropriate campus policies and meet the requirements for positions held on campus ([Employment Brochure](#); [OSU JOBS Flow Chart](#)).

As previously noted in this self-study, Dr. Jerry Carroll has orchestrated improvements and new programs on campus. Under his leadership, along with the Vice Presidents' Council, it is evident that the institution is clearly committed to its overall mission as demonstrated through the [2008 Report to the Community](#). The Report notes enrollment growth, program expansion, increased use of technology, and the exploration of degrees that promise to change the local, national, and global economic landscape. Each of these elements strongly supports the campus mission.



## **Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.**

OSU-Oklahoma City has strong systems in place to ensure the academic integrity of the curricula, including the Curriculum Committee, Assessment Committee, Higher Learning Commission Assessment Academy Group, Academic Appeals Committee, Faculty Honors Committee, and the Developmental Studies Department. Each of these and its relation to the preservation of academic standards on campus will be discussed in turn.

Shared responsibility for coherence of the OSU-Oklahoma City curriculum occurs through the Curriculum Committee. Per the [Committee Handbook](#) the mission of the committee is as follows:

The Curriculum Committee reviews all curriculum actions at OSU-Oklahoma City including new program requests, program modifications and course action items. Recommendations are then made to the vice president for Academic Affairs. The committee is comprised of the vice president of academic affairs (VPAA) as co-chair with a faculty member and includes various staff and faculty personnel.

Curricular matters are primarily the responsibility of the faculty under the direction of campus administration. Any curricular matters recommended for approval by the Curriculum Committee are forwarded to the vice president of academic affairs and the OSU-Oklahoma City president for consideration. The president has the final authority to approve all curricular matters and, if needed, send those items to the OSU A&M Regents for consideration. Curricular matters approved by the OSU A&M Regents are forwarded to the Oklahoma State Regents for Higher Education for consideration as needed.

Several committees are responsible for the integrity of the academic processes.

**Assessment of Student Learning Committee** - The Assessment of Student Learning Committee reviews, evaluates, and makes recommendations regarding OSU-Oklahoma City student assessment policies, methods and timetables, student placement criteria and student outcome data. This committee is co-chaired by a division head and a faculty member and consists of faculty and staff members from various departments on campus resulting in a cross-section of input and shared responsibilities.

The Assessment of Student Learning Committee plays a vital role in upholding the integrity of the academic process; its work helps assess whether students learn in and out of the classroom. The committee then reports data back to faculty and staff that have the opportunity to make curricular or programmatic changes to improve students' educational experiences.

**The Assessment Academy Group** - The Assessment Academy Group plays a complimentary role to the Assessment of Student Learning Committee. They are part of the Higher Learning Commission's Assessment Academy and formed a separate committee from the Assessment of Student Learning Committee in order to carry out the goals of their project, which is to integrate general education goals into programmatic outcomes. Their work on campus is critical to maintaining academic rigor because assessing general education in a systematic way has been a challenge for the institution.

Until this project, OSU-Oklahoma City generally assessed student learning by individual class and as individual instructors in Arts & Sciences. However, the campus now has a comprehensive plan campus wide for assessing general education while also assessing program learning; the plan is being used, and it is yielding valuable data per the table below.



Division	Data and Analysis
All Divisions	<a href="#">CAAP Analysis 2007-2009</a>
	<a href="#">CAAP Analysis Fall 2008</a>
	<a href="#">CAAP Analysis Spring 2009</a>
	<a href="#">Citizenship Test Results Narrative Fall 2008</a>
Arts & Sciences	<a href="#">Teaching/Reinforcing Survey Fall 2008 Adjuncts</a>
	<a href="#">Teaching/Reinforcing Survey Fall 2008 Full-time Faculty</a>
	<a href="#">Teaching/Reinforcing Survey Summary Report Developmental Studies Department</a>
	<a href="#">Teaching/Reinforcing Survey Summary Report Humanities Department</a>
	<a href="#">Teaching/Reinforcing Survey Summary Report Mathematics Department</a>
	<a href="#">Teaching/Reinforcing Survey Summary Report Social Studies Department</a>
Business Technologies	<a href="#">Teaching/Reinforcing Survey Fall 2008 Adjuncts</a>
	<a href="#">Teaching/Reinforcing Survey Fall 2008 Full-time Faculty</a>
	<a href="#">Teaching/Reinforcing Survey Summary Report Business Division</a>
Health Technologies Division	<a href="#">Teaching/Reinforcing Survey Fall 2008 Full-time Faculty</a>
	<a href="#">Teaching/Reinforcing Survey Summary Report Health Technologies Division</a>
Science & Engineering	<a href="#">Teaching/Reinforcing Survey Fall 2008 Adjunct Faculty</a>
	<a href="#">Teaching/Reinforcing Survey Fall 2008 Full-time Faculty</a>
	<a href="#">Teaching/Reinforcing Survey Summary Report Science &amp; Engineering Division</a>
All	<a href="#">Review of Fall 2008 Teaching/Reinforcing Survey Results</a>

**Academic Appeals Committee** - Occasionally, students disagree with decisions regarding grades, graduation checks, and other academic matters. To maintain the fairness of the academic process, students have the right to appeal grades or accusations of academic dishonesty or misconduct made by an instructor against them. To foster fair and impartial decisions in these instances, a cross section of faculty, staff and student representatives are selected to serve on the Academic Appeals Committee. The student presents his/her case, and the instructor or a representative is called to present his/her case. The committee deliberates and issues a decision. In relationship to an appealed grade, the Academic Appeals Committee has the final authority to instruct the registrar to change a final course grade.



**Faculty Honors Committee** - The Faculty Honors Committee has the responsibility to assist the honors coordinator by reviewing the overall quality of the OSU-Oklahoma City honors program and making recommendations to the vice president for academic affairs concerning course requirements and other criteria for the program. Faculty Honors committee members are to represent the interests and concerns of their respective divisions concerning the honors program, as well as to represent the program to faculty and students.

The Honors Program has been under reconstruction for the past several years. The academic requirements for admission to the program and the number of designated honors sections on the course schedule have increased. Most recently, the honors program student group has been paired with the Phi Theta Kappa honor society students in order to increase the number of students enrolled in the program and in the honors courses. The OSU-Oklahoma City Phi Theta Kappa organization is a very active, nationally recognized chapter.

**Developmental Studies Department** - More students are enrolling in college, yet they are more under-prepared in basic skills than ever before. At OSU-Oklahoma City, such students are referred to as developmental students and must be educated to a college level before beginning college-level courses. In 2004 the Division of Arts and Sciences began the Matriculation Study for Developmental Students at OSU-Oklahoma City for the purpose of creating a systematic measurement of success and failure of OSU-Oklahoma City developmental students (described in **Introduction**).

The role the developmental studies department plays in maintaining academic rigor is critical. Faculty and department heads from English and mathematics work very hard to ensure entrance and exit objectives from all courses align both within the department and from the department to the college level. They also have created standardized syllabi to ensure all faculty teach the same assignments, so students have roughly similar educational preparation prior to reaching the college level. Regular conversations about grading standards and academic excellence help instructors set the bar high, so students who persist rise to the level of instructors' expectations.

### **Effective communication facilitates governance processes and activities.**

Effective communication is the key to any healthy, productive relationship, and a college campus represents a large collection of relationships. Four main groups related to governance include the Administration, Faculty Senate, Staff Council, and Student Government Association, and each has its own means of communication. Maximizing the effectiveness of communication between these four groups is an on-going priority for every employee on campus.

**Administration** - The president strives for effective campus wide communication as well as faculty and staff involvement. Regularly scheduled "Brown Bag Lunches" with the president, the President's Cabinet Meeting, an email distribution list which includes all OSU-Oklahoma City faculty and staff and provides regular updates, weekly Vice Presidents' Council meetings, plus the [Annual Report to the Community](#) are just some of the communication avenues from the administration. Brown Bag Lunches, a casual lunch atmosphere open to all faculty, staff and administration, are very conducive to "bottom-up" communication as attendees address questions/concerns directly to the president. The president also gives reports in person to many committees and advisory board groups at various monthly meetings.

**Faculty Senate** - The Faculty Senate serves as the main governance structure for the faculty "voice" in the shared governance. The change from a Faculty Council to a Faculty Senate structure of faculty governance occurred during the 2005-06 academic year. In the fall of 2005, a faculty-driven task force created a set of bylaws for a Faculty Senate; and these were approved in early 2006 by the faculty in a referendum vote.



The Faculty Senate structure has worked, as intended, to increase the flow of clear communications to and from the Administration and the faculty. Another important issue raised in Faculty Senate is that of shared governance. Faculty Senate members believe this principle should operate within each academic division as well as campus-wide. Administration and the academic divisions are continuing to implement this principle.

Mention should be given to two specific types of measures that have been adopted by the Faculty Senate to improve shared governance. First, the Faculty Senate has been more persistent and pro-active than the old Faculty Council in keeping specific issues alive for discussion with the Administration. Second, the Faculty Senate has been pro-active in scheduling open forum meetings with top administrators on campus, particularly with the president and the vice president for Academic Affairs. Future plans include an official defining of shared governance and the education of the faculty about this principle.

As of January 2009, the Faculty Senate president has been granted a seat at the Instructional Division Heads' weekly meetings. This has been beneficial in a voice for the faculty at these meetings as well as an effective conduit for communication between administration and the faculty.

Finally, in March 2009, the Faculty Senate held a general faculty meeting. The topics discussed were office hours, virtual or online office hours, department head hours and teaching loads. The faculty was pleased at the opportunity to engage in an open forum and look forward to more meetings and the opportunity to provide input directing change. A second general faculty meeting was held in October 2009 to discuss post tenure reviews.

**Staff Council** - The OSU-Oklahoma City Staff Council serves as a conduit for communication between staff and faculty, staff and administration, and among staff members. Structured with a constitution and elected representatives, Staff Council's informative monthly meetings often include a guest speaker and reports from the OSU-Oklahoma City president and different campus departments. Staff Council has two major fundraisers per year. These monies are used for the annual Staff Appreciation Luncheon and the OSU-Oklahoma City Holiday Luncheon, in addition to supporting various other activities on campus such as the [Family Resource Center](#) Thanksgiving baskets for members of the OSU-Oklahoma City campus community.

A staff mentoring program was established in 2002. New staff members are assigned a mentor from outside their work area. This environment encourages the staff member to share adaptation concerns and to ask pertinent questions. This has been a very effective program.

Additionally, due to the efforts of the Staff Council, in 2004 the staff compensation plan was improved to include a 90-day and two years-of-service pay increases. The Council plans to revisit the compensation plan in the near future to suggest additional changes to administration.

The Staff Council has become more active in the last ten years has enhanced communication and morale among the staff. Minutes for the Staff Council are located on the Staff Council [intranet SharePoint site](#).

The last printed edition of the Staff Handbook was made available in 2002. Because policies regarding Human Resources issues change with marked frequency, Human Resources personnel elects to make relevant policies available online. However, the campus has decided to begin publishing a Staff Handbook once again.

**Student Government Association** - Our university is a non-resident campus. The Student Government Association ([SGA](#)) works to bring a sense of community to the campus through various activities. As a non-resident campus, students' involvement in representative organizations and in leadership/communicative functions is pronounced. Students are actively learning how to run meetings and handle student issues through established processes.



Several improvements to student/administration communication have been made since the last accreditation.

- The SGA president attends President's Advisory Board meetings and delivers a monthly report of the Student Government Association's activity.
- This body has been instrumental in having two students added to the Academic Appeals Process which before had representation from only faculty and staff.
- The Student Government Association supported the adoption of a smoke-free campus.
- Minutes for the Student Government Association are accessible from the director of Student Life.
- Representatives from Student Government are on several campus committees, namely Faculty Excellence, Graduation, and Non-academic Misconduct. These representatives provide invaluable insight regarding policy decisions. They also serve on Higher Learning Commission committees and have provided valuable insight into our processes.
- Pizza with the President (allows the SGA officers to address any issues/concerns with the President – some of these issues have included recycling, tuition, bookstore issues, etc.)
- The SGA has continually provided letters of support to the administration regarding tuition increases.

**AT/IT Council** - The AT/IT Council was created by request from the Faculty Senate to provide better communications between the different constituencies (faculty, staff, administration, and ultimately students) on the OSU-Oklahoma City campus. It met until fall 2008. The Council was comprised of members of Instructional Division Heads, Marketing and Communications, Academic Technology, Information Technology, Finance and Operations, Student Services, Faculty Senate, and Staff Council. The meeting agenda and minutes are on the [Technology Information SharePoint site](#) under shared documents.

The council offered an opportunity for Academic Technology and Information Technology to share their projects and helpdesk summary with the campus representatives. Feedback and other comments from the representatives were helpful for both technology directors.

Due to the endeavors of this council, the OSU-Oklahoma City president combined the departments, and they now both report to the senior director for Information Services (a new position), who reports directly to the president of OSU-Oklahoma City.

The purpose of combining the former AT/IT areas into one department, now known as Information Services, was directly related to streamlining the support and responsiveness of technology services at OSU-Oklahoma City. The merger was based upon careful research of similarly sized HLC accredited institutions and the overall benefits of this type of structure for the faculty, staff, and student populations of the campus.



**The organization evaluates its structures and processes regularly and strengthens them as needed.**

Process improvement is a perpetual objective at OSU-Oklahoma City. How can we better educate, serve, and prepare students is a question that is asked daily at all levels of the organization. Many changes to process and administrative structure since the last accreditation underscore this claim. Examples of changes follow.

- The convergence of Information Technology and Academic Technology into Information Services.
- Crisis Management Process Developed
- The split of Institutional Research into Institutional and Academic Effectiveness and the creation of the Institutional Effectiveness Committee ([Committee Handbook 2009-2010](#)).
- Changes in the way course evaluations are conducted.
- The development of the strategic planning/budget process.
- Changes in the way applicants apply for jobs.

**Effectiveness.** Because process improvement is a perpetual objective at OSU-Oklahoma City, great care has been taken to make sure that the need to gather, analyze, and report data have been addressed. These reports then become the raw materials of change, growth, and process improvement. Since the last site visit accreditation, this process has been reorganized to produce greater efficiencies. The former Office of Institutional Research has become two offices—Institutional Effectiveness and Academic Effectiveness.

Institutional Research covered day-to-day operational concerns in addition to educational considerations. The administration believed that this office would function more effectively and provide better data reporting if it was separated into two offices/functions. This has allowed the two entities to more effectively concentrate on a specific piece of the data. The more effective assessment of day-to-day operational concerns and learning has been the result.

**Course Evaluations.** OSU-Oklahoma City has experimented with many formats for course evaluation. The primary method remains a bubble answer sheet and a two-page assessment of the instructor's capability. The Office of Academic Effectiveness is experimenting with new ways to encourage on-line course evaluation. Academic Effectiveness has developed a completely web-based system for the evaluation of Internet-only sections. This is a process that continues to be improved.





**Core Component 1e:**

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**The organization upholds and protects its integrity.**

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**Congruence exists between what the organization’s mission documents say the organization is about and what it actually does.**

OSU-Oklahoma City mission documents promise to develop and deliver collegiate-level career and transfer programs and professional development and support services preparing students to thrive in a technology rich, global society. OSU-Oklahoma City is accredited by the Higher Learning Commission as a member of the North Central Association of Colleges and Schools Commission on Institutions of Higher Education to deliver degree programs with technical emphases. Copies of accreditations for specific programs, such as veterinary technology and nursing are kept in the president’s office and in those academic areas.

OSU-Oklahoma City provides student-centered courses taught by qualified faculty and staff that use the latest technology to deliver exceptional educational experiences. Graduating classes continue to grow, and the 2009 graduating class was the largest to date with 655, which included OSU-Oklahoma City’s first Bachelor of Technology – Emergency Responder Administration class of six and the first Associate in Applied Science Technical Spanish-Translation/ Interpretation class of seven.

OSU-Oklahoma City periodically and systematically carries out external reviews through processes such as accreditation and voluntary audits of its academic programs, nonacademic programs, and services in order to make sure what the institution promises its students is what it delivers.

**OSU-Oklahoma City knows and abides by relevant laws and regulations.**

As a public university, OSU-Oklahoma City is committed to upholding the public’s trust and to obeying all laws: federal, state, and local. This is achieved through numerous policies, regulations and laws that apply directly to the activities of the university.



The character of the institution is preserved by the Office of Human Resources and area vice presidents as they ensure compliance with legal issues or compliance issues that affect their areas. For example, the Office of the Vice President for Academic Affairs ensures that annual student assessment reports (2000-2006 in Resource Room; [2007](#); [2008](#)) are submitted to the Oklahoma State Regents for Higher Education, as required, and the director of Human Resources makes sure the institution is following Equal Employment Opportunity Commission (EEOC) regulations in hiring practices.

The Office of the Vice President for Finance and Operations assures the university complies with all federal, state and regulatory financial guidelines. The office provides fiscal accountability and safeguarding of university assets through adherence to generally accepted accounting principles and proper internal controls. This department also oversees all grants in coordination with the department of Grants and Contracts in OSU-Stillwater. The following departments have policies and procedures that must comply with state and federal regulations.

- Safety and Security
- Human Resources
- Physical Plant
- Student Center and Campus Events
- Grounds
- Business Services
- Institutional Effectiveness
- Purchasing/Accounts Payable
- Print and Mailing Services
- Housekeeping

### **The institution acts fairly with internal and external constituencies.**

Internal constituencies fall generally into two categories: students and employees. OSU-Oklahoma City documents address a full range of issues relevant to the rights and responsibilities of students, faculty, staff and all other university constituents. These documents are available online and in published sources such as the [Faculty Handbook](#), [Staff Handbook](#), [Adjunct Faculty Handbook](#), [OSU System Policy Procedures](#), [Students Rights and Responsibilities](#), and [OSU-Oklahoma City Catalog](#). Statements are included in each about important issues such as the following.

- teaching and classroom related responsibilities and relationships
- the Student Satisfaction Inventory (Noel Levitz)
- workplace policies
- instructional technology policies
- academic policies
- student conduct
- information technology
- purchasing policies
- human resources
- academic integrity
- sexual and other discriminatory harassment policy
- university closings
- delays and class cancellation
- campus security
- risk management
- expectations for travel



OSU-Oklahoma City policy statements support federal and state regulations such as Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability ACT (HIPAA), reasonable accommodations for qualified students with disabilities, and an Affirmative Action Plan.

External constituents of OSU-Oklahoma City are comprised of several groups.

1. OSU-Oklahoma City has relationships with other educational institutions, Metro Technology Centers, and other Oklahoma Technology Centers to forge a Cooperative Alliance and Cooperative Agreements that allow high school and adult students in cooperatively offered degree programs the opportunity to earn college credit while taking courses at the technology center ([Catalog p. 5](#)).
2. Additionally, the [Center for Safety and Emergency Preparedness](#) (CSEP) capitalizes on existing OSU-Oklahoma City programs and experience, partnering with private and public entities that share an interest in furthering knowledge and expertise in the arena of public safety and emergency preparedness. There are several program tracks.
  - Homeland Security
  - emergency responder simulation training
  - business continuity
  - advanced driver training for business, industry, emergency responders and beginning, advanced and motorcycle driver training for the general public.
  - community outreach programs and events focused on safety and preparedness for children, seniors and families.
3. The Business and Industry Training and Education Center strengthens ties to business and industry, assists in the economic development of our city and state, and serves as a focal point to assist workers and employers. Education and training offered through the center can be credit or non-credit classes.
  - Work Keys program
  - Job fit program
4. The campus has a variety of different relationships with local public high schools. These relationships include special meetings with principals, counselors, high school students and their parents/guardians.
  - College and Career Fairs
  - Upward Bound and Talent Search (discussed further in this document)
  - Annual High School Counselors Appreciation Lunch
  - Concurrent enrollment offerings for both high school juniors and seniors
5. OSU-Oklahoma City maintains participation and leadership in local, state and national organizations to develop and continue strong professional links and to enhance services to OSU-Oklahoma City students, employees and the surrounding community.



### **OSU-Oklahoma City behaves with integrity in its operations.**

OSU-Oklahoma City maintains its integrity and honesty through disclosure of budget reports and shared governance, and it endorses professional ethics. The Office of Finance and Operations prepares monthly budget reports. The reports are distributed to the responsible parties in each unit or function.

- The reports detail information including budget amounts, encumbrances, expenditures to date, and unencumbered budget balances. This report is kept in the Office of the Vice President for Finance and Operations.
- Strategic planning and budget development are posted online.

Shared governance in academic institutions allows for faculty, staff, and student involvement in the committees that participate in the development and review of campus policies and procedures. OSU-Oklahoma City encourages and seeks the involvement of each employee, and their ideas are valued and respected. Accordingly, faculty and staff at OSU-Oklahoma City are expected to participate in the decision-making process through [committee](#) work. In addition to permanent committees, standing committees are responsible for recommendations concerning college activities and business.

Through Faculty Senate, Staff Council, and campus committees, integrity is promoted within the OSU-Oklahoma City campus. All groups represent their constituents and promote professional conduct among its members. Meetings are held monthly, and all constituents are invited to attend. Contents of the meetings include, but are not limited to, discussions of questions, current issues, concerns, and suggestions. After thorough discussions among the groups, these concerns, as deemed appropriate, are then brought forward to discuss with the president. Integrity is also promoted through work off-campus.

Finally, the faculty of OSU-Oklahoma City endorses the American Association of University Professors' 1966 Statement on Professional Ethics. The statement on professional ethics is found in Appendix A of the [Faculty Handbook](#).

### **OSU-Oklahoma City presents itself accurately and honestly to the public.**

OSU-Oklahoma City has a strong commitment to “telling our story” in a manner that is truthful and sincere. All OSU-Oklahoma City publications are assessed regularly for accuracy and clarity in conveying the substance of the university. To that end, the OSU-Oklahoma City web site contains representative documents designed to appeal to current and future students' interests as well as the needs and work of faculty and staff.

Challenge 5 from the 2000 NCA Site Visit was “The institution will need to reconcile its aspirations for an expanded mission and name change with the expectations of the Oklahoma State Regents for Higher Education.” OSU-Oklahoma City has accomplished that goal.

The name of the school was officially changed from OSU-Technical Branch to OSU-Oklahoma City, and two-year associate degrees and a bachelor's degree with technical emphases are now offered. While OSU-Oklahoma City is a technical branch, the name change honors more closely the spirit of the mission which is to prepare students to either transfer to other colleges or graduate and be prepared to compete in an increasingly technological, global workplace.

In order to ensure public reconciliation of the past history of OSU-Oklahoma City with its bright future, the institution enlisted the assistance of a private marketing firm, Jordan Associates, in 2005. The purpose of the joint venture was to make sure the public's view of the institution was congruent with the reality of the institution's mis-



sion, vision, and degree offerings. Jordan Associates surveyed five groups yielding directional insights. The groups surveyed included faculty and staff, community members, current students, prospective students, and members of business and industry.

Overall, OSU-Oklahoma City was recognized for its quality services and education, but other schools tended to be named with greater frequency, for example in terms of recall and competitive groupings ([2005 Brand Positioning Research Report](#), page 5 in the Resource Room). The administration learned reasons why current students attend, prospective students might attend or go elsewhere, and why business and industry leaders may choose to send their employees to OSU-Oklahoma City or another institution. The end result of the three-month study was a marketing plan that is still in use.

Action items from the study that have been accomplished include, but are not limited to the following.

- Maintain academic standards and discipline – standards are maintained through annual appraisal and review, reappointment, promotion, and tenure process, and through strategic planning process.
- Treat students as customers - several extensive renovations to Student Center have occurred to address this issue.
- Present consistent image and message about OSU-Oklahoma City – consistent branding now appears on everything from multimedia to letterhead.
- Better communication – a combined public relations and creative services department handles campus communications needs.
- Create needs-based classes – several degrees have been added based on community and industry demand (Technical Spanish-Translation/Interpretation, for example).
- Faculty and staff need to be “in the loop” – Faculty Senate and Staff Council have a stronger presence on campus than ever before. Information sharing processes on campus have improved dramatically over the last couple of years largely due to the efforts of these two entities ([2005 Brand Positioning Research Report](#), p. 44-47 in the Resource Room).

Additionally, student opinion surveys administered by the Office of Academic Effectiveness consistently indicate students' satisfaction with the quality of instruction in their major field of study ([2002](#); [2003](#); [2004](#); [2005](#); [2006](#); [2007](#)). While the one point of persistent contention is student parking, overall, students are very satisfied with their experiences at OSU-Oklahoma City. Their opinions are confirmed by what little feedback the institution receives from employers. For example, [post-graduate employer surveys from 2006-2007](#) indicate graduates met employers' expectations in the workplace, and all employers surveyed would hire OSU-Oklahoma City graduates again. These are clear indicators that OSU-Oklahoma City is a respected institution in the Oklahoma City community.

### **The organization documents timely response to complaints and grievance, particularly those of students.**

When students lodge complaints, whether about the parking on campus or about their classes, both the students and their concern are taken seriously. Procedures are in place for handling student complaints about grades, and students have recourse if they are dissatisfied with the process. All procedures for lodging a complaint and a description of the grievance processes are delineated in the [Students Rights and Responsibilities](#) for complaints by students, and the process for complaints by faculty is described in the [Faculty Handbook](#) (discussed in detail in **Federal Compliance** section).



## Criterion One:

# Strengths, Challenges, and Recommendations:

### STRENGTHS:

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- The mission and directives for OSU-Oklahoma City are clearly stated.
- The mission is both a source of stability and a tool for reflection. It is available to prospective and enrolled students, faculty and staff, and to the public at large.
- Students are the overriding priority of the institution.
- OSU-Oklahoma City serves Oklahoma by evolving; regional schools, community organizations, and businesses provide invaluable, practical experiences for students.
- Faculty and staff are valued employees who encounter incentives, expectations, and mechanisms for professional growth.
- The strategic plan clearly provides opportunities for collaborative decision-making among the various constituents.
- Addition of Technology Support Center
- Enrollment growth
- Addition of new degrees including a bachelors
- Increase of diversity on campus
- Organizational flow chart-restructure adding an associate vice president to replace the two assistant vice presidents who also held division head positions which had nearly doubled their work-load.
- Assessment Academy Group on-going assessments now in place.
- Faculty Senate measures to improve shared governance. Seat on Institutional Division Heads
- The OSU-Oklahoma City Strategic Planning and Budgeting process encourages input from all faculty and staff. The process is institutionalized, occurring at least annually, and is tied to the allocation of funds. This ensures that institutional resources stay within budget and are used where most needed for accomplishing the OSU-Oklahoma City mission.
- The mission statement (reviewed annually) accurately describes the purpose of the university. This purpose is perceived accurate by our communities, including the Oklahoma State Regents for Higher Education. The mission is reviewed and modified regularly so as to ensure it reflects our purpose.
- Active advisory boards and review processes ensure the integrity of mission documents.



## **CHALLENGES:**

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- Laying a foundation for future institutional growth and improvement.
- With a limited budget, OSU-Oklahoma City has an opportunity to refine and prioritize each aspect of its mission.
- Low Hispanic enrollment for percent of this population in the greater city area, low retention of African Americans.
- Assessment of Student Learning Committee and The Assessment Academy Group-concern these are duplicating committees, combining into one may be more advantageous. Evaluation and utilization of assessment data may still be a place to improve.
- Continuing to develop and refine the institution identity and role within metropolitan Oklahoma City and the state.
- As our student growth continues to increase, we will be challenged to continue providing programs and services at premium levels of quality. Our strategic planning documents will need to recognize the need for additional resources and allocate them appropriately.
- We will continue be challenged to come up with new and additional sources of funding. Our planning documents must recognize the importance of this challenge.
- Even though our mission documents recognize the importance of diversity, our challenge will be to continue improving the programs and services offered to underrepresented groups.

## **RECOMMENDATIONS:**

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- Continue reviewing our mission documents to ensure they adequately describe our purpose.
- Revise the strategic planning/budget development process so that more faculty, staff and students are involved in this process and adequate feedback is provided to those involved.
- Ensure that our focus remains one of providing meaningful and relevant programs and services to students.
- Continue developing/increasing diversity, particularly the student to faculty ratio.