



Criterion Two:

Preparing for the Future

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

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OSU-Oklahoma City's annual strategic planning/budget development process ties allocation of resources to evaluation of existing programs and services and planning for the future. This tested process not only allows OSU-Oklahoma City to fulfill its mission and improve the quality of its education, but it also generates positive responses to new challenges and opportunities. This is evident in the rapidly increasing enrollment, rapidly expanding course/degree delivery technology options and expanding, cutting edge degree options.

Units throughout the institution continually monitor changing societal and economic trends in order to respond effectively to future student needs and continue to fulfill the mission of OSU-Oklahoma City. Through various evaluations and survey processes and data gathered from outside sources, OSU-Oklahoma City identifies the educational needs of the society it serves, what its students and potential students expect from their college experience, and what additional educational training the current workforce needs to be effective and advance in their careers.

Special programs and services are made available to meet the needs of students from underrepresented populations, including those who are first in their families to attend college and adult learners reentering college classes for new professional training. With regard to finance and operations, data is used to make informed decisions about how the institution should shift resources from one area to another, especially in challenging financial times.



Core Component 2a

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

The strategic planning/budget development processes help the OSU-Oklahoma City units and functions plan for tomorrow. Elements in the process include cultural diversity, economic trends, and new technologies when planning new courses and programs, developing new student recruitment initiatives, creating innovative community outreach opportunities, and nurturing business partnerships.

The organization's planning documents reflect a sound understanding of the organization's current capacity.

OSU-Oklahoma City began in 1961 as a cooperative agreement between OSU Stillwater and Oklahoma City University. The Oklahoma State University presence in Oklahoma City was to complete technical programs begun at Oklahoma City University that were being phased out. At the time, the only Oklahoma City metro area colleges were Oklahoma City University (OCU), Bethany Nazarene University (now Southern Nazarene University), the University of Oklahoma Health Sciences Center, and Oklahoma Christian College (now Oklahoma Christian University of Science and Arts) (Chandler, p. 3 in Resource Room).

Officials in Oklahoma City recognized the value of having an institution of higher learning that could deliver two-year technical degrees to both adults and graduating high school students. As a result, OSU-Technical Institute was established (Chandler, p.5 in Resource Room). The current OSU-Oklahoma City mission documents continue to support the technical mission established for the college.

As discussed in Criterion One, the campus strategic planning/budget development documents clearly outline the current capacity for OSU-Oklahoma City and lay the foundation for its future. Financial data discussed in Criterion 2, Core Component 2B, confirms adequate resources exist for current and future operating budgets ([Agency Plan 2009](#)).

The organization's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.

Campus external planning processes include departmental/professional accreditations and external departmental reviews. Internal processes include university-wide strategic planning and budget development.

The enrollment management plan, for example, gathers demographic information and market-trend data from various sources including the [Oklahoma State Regents for Higher Education](#), [Oklahoma State Department of Education](#), and other state and federal government sources, such as [College Board](#), [ACT](#), and the [OSU-Oklahoma City Student Profile](#) compiled by the [OSU-Oklahoma City Office of Institutional Effectiveness](#). The Enrollment Management Taskforce, with campus-wide representation, oversees the enrollment management plan. The plan demonstrates changes in demographics that affect the campus, so the campus may respond in a timely manner.

The agency plan documents excellence in teaching in non-traditional learning environment. To that end, the institution committed resources to upgrading campus open computer labs, faculty desktops, library facilities, and traditional classrooms ([see list of facilities](#)). A Cyber Café and campus wide wireless access were also added. The following table notes the upgrades to classrooms since 2005.



Multimedia Installations by Year

Building	2006	2007	2008	2008	2009 (Projected)	# of Rooms	% Equipped 2008	% Equipped 2009
HSEC	7	7	8	8	8	10	80%	80%
BT	3	8	1	14	15	19	74%	79%
HT	0	2	4	7	8	18	39%	44%
LRC	1	4	4	6	9	15	40%	60%
ET	4	6	6	7	9	17	41%	53%
HORT	2	3	3	3	3	3	100%	100%
ARC	0	0	0	6	6	8	75%	75%
PSTC	0	0	0	7	8	8	88%	100%
AD	0	0	0	0	0	3	0%	0%
TOTAL	17	30	26	58	67	101	57%	65%

(Classroom Renovation Breakdown)

HSEC (Human Services Education Center)

BT (Business Technologies)

HT (Health Technologies)

LRC (Learning Resources Center)

ET (Engineering Technologies)

HORT (Horticulture Center)

ARC (Agriculture Resource Center)

PSTC (Public Safety Training Center)

AD (Administration)

The agency plan and this table demonstrate the administration’s attention to the need for additional instructional technology on campus and their willingness to commit time and resources to appropriately upgrading facilities.

Additionally, OSU-Oklahoma City pays attention to demographic shifts, implementing relevant changes in course scheduling and academic programming. The institution offers an increasing number of evening and weekend courses, fast-track and intersession courses, and traditional courses offered at a variety of times such as late night, weekend, or eight-week time frames.

All general education courses required for any OSU-Oklahoma City degree are now available as online classes and several degree programs are now offered online in response to increasing student demand. As of April 2009, 37% of students were taking at least one class online.



Local cable offerings also coincide with on-campus lecture courses, and distance learning opportunities are offered in an attempt to better meet the needs of non-traditional students. The institution also offers hybrid courses in the Business Technology and Arts & Sciences Divisions.

One of the most important initiatives to demonstrate campus responsiveness to emerging issues is the campus [Emergency Management Plan for OSU-Oklahoma City](#). The initiative was driven by three sources.

- Oklahoma Governor Brad Henry's [Campus Life and Safety and Security \(CLASS\) Task Force](#), established to review and evaluate current safety and security plans and student counseling services already in place for higher education and career technology institutions and to make recommendations for any needed changes.
- The [Crime Awareness and Campus Security Act of 1990](#).
- The requirement that [National Incident Management System \(NIMS\)](#) implementation activities are required for schools and higher education institutions that receive federal preparedness funds. Objectives for implementing the NIMS program for all Oklahoma higher education schools are included ([NIMS Implementation Higher Education](#)).

Campus activities regarding emergency planning began in March 2007, just a month before the Virginia Tech shooting, with early discussions of surveillance cameras and security options. Since then, OSU-Oklahoma City has hosted six training sessions for various levels of administrators, faculty, and staff and a planned mock disaster drill in spring 2009 ([Crisis Management Training Schedule](#)). In late February 2009, an artificial bomb was discovered in an executive's credenza, emergency personnel were called, and the Emergency Management Plan was put into action. The "bomb" was an unlabeled prop from a summer academy. In spite of the disruption, the response of emergency and campus personnel was considered appropriate under the circumstances, and the mock disaster drill was canceled. Activities since that time may be examined to fine tune campus processes and procedures ([Crisis Management Timeline](#)).

OSU-Oklahoma City also pays close attention to current trends in higher education and in the local, national, and global economy to make positive decisions for the improvement of campus operations.





The organization's planning documents show careful attention to the organization's function in a multicultural society.

Planning documents, such as the strategic plans and Enrollment Management Task Force (EMTF) data, show careful attention to how OSU-Oklahoma City functions in a multicultural society. The plan includes core values, such as excellence, intellectual freedom, integrity, service, and stewardship of resources that emphasize respect for people of different ethnic and cultural backgrounds and for the value of differences of opinion.

To that end, institutional objectives encompass educating the OSU-Oklahoma City family, Oklahoma citizens, and other society members about the importance of respecting and valuing diversity, increasing the number of under-represented groups in the student body, staff, and faculty, and initiating, promoting, and mentoring diversity in the curriculum, institutional offerings, programs, and employment.

Furthermore, OSU-Oklahoma City has a documented diversity program for students. One way it is manifested on campus is through campus organizations where students represent different cultural, ethnic, and religious backgrounds. These organizations include, but are not limited to, the following.

- Black Student Association
- Deaf/Hearing Social Club
- Diverse Partners, Family, and Friends Student Association
- Hispanic Student Association
- Native American Student Association (NASA)

The [Student Life](#) web page contains a full list of student organizations and links to descriptions of those organizations.

The institution also periodically offers travel/study abroad opportunities in the humanities, horticulture, and Technical Spanish-Translation/Interpretation area to immerse students in various cultural experiences. Additionally, extensive programs promoting diversity are sponsored by [Student Life](#).

Diversity goals are further met through recruitment efforts designed to meet the needs of underserved and under-represented groups, particularly a growing Hispanic population. Various entities work to promote and enhance multicultural opportunities and diversity at OSU-Oklahoma City and in the surrounding communities. Demographic figures of the campus population since 2004 follow.



Demographic Breakdown of Student Body Population

Race	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009
Asian	138	2%	153	3%	140	2%	184	3%	170	3%	208
Black	846	15%	792	14%	798	14%	842	14%	849	14%	1,013
Caucasian	3,908	68%	4,045		3,930	69%	3,871	66%	3,870	65%	4,463
Chicano									28	0%	48
Hispanic	245	4%	246	4%	283	5%	322	6%	332	6%	431
Multi-Racial	8	0%		0%	29	1%	0	0%	116	2%	168
Native American	392	7%	398	7%	380	7%	331	6%	315	5%	349
Non-Resident Alien	61	1%	57	1%	71	1%	67	1%	87	1%	74
Other	2	0%	0	0%	6	0%	0	0%	6	0%	4
Unknown	121	2%	117	2%	67	1%	207	4%	139	2%	421
Total	5,721		5,808		5,704		5,824		5,912		7,179

The increase in diversity from year to year indicates consistent efforts to maintain or expand ethnic diversity as the campus population as a whole has grown.

The organization’s planning processes include effective environmental scanning.

Planning processes include effective environmental scanning and needs analysis. Through a variety of university offices and departments, OSU-Oklahoma City takes action to monitor potential changes in its political, academic, economic, and social environments.

- Every A.A.S. degree program on campus is supported by an active advisory board.
- New degree programs, such as Electrical Power Technology, Wind Turbine Technology, and Technical Spanish-Translation and Interpretation are based on research that demonstrates need in a specific economic or social environment.
- Many campus personnel participate in a variety of statewide and community-based organizations and taskforces, such as the [Oklahoma Higher Education Economic Development Council](#), the [Advancement of Hispanic Students in Higher Education Task Force](#), and Friends of 10th Street Task Force (discussed in **Criterion 5**).
- Planning processes include surveys of community and business leaders to identify the best strategies for student recruitment, marketing, and budget development.



Another way the institution addresses changing needs of students includes enrollment management strategies that take advantage of existing and emerging technologies. Popular usage of web-based technologies and erratic fuel prices are being addressed by emphasizing web-based communication and accessibility of online forms. Among other things, students can apply for [financial aid](#), [enroll in classes](#), [order textbooks](#) or [communicate with faculty and staff directly from the website](#).

Other new services have been developed in the past 10 years to address changing needs. For example, the Office of Financial Aid and Scholarships has increased its outreach activities to meet the needs of underrepresented and first generation students. One example is the increase in OHLAP (Oklahoma Higher Learning Access Program) funding. Since 2005, the campus has steadily increased its OHLAP funding in both amount and dollars per student.

	# Students	Dollars	Dollars Per Student
2006	175	\$221,238	\$1,264.22
2007	228	\$299,640	\$1,314.21
2008*	295	\$452,199	\$1,532.88

[OSU-Oklahoma City OHLAP](#) Funding

*through 8/29/07

The graph above demonstrates the increase in both dollars per student and students involved in specialized funding opportunities such as OHLAP.

International Involvement

Campus commitment to globalization is evident through affiliations with various world-wide partners like the ARAMCO oil company in Saudi Arabia that sends students in groups to take OSU-Oklahoma City classes in electronics and safety in the Division of Science and Engineering Technologies and municipal fire protection in the Division of Human Services. OSU-Oklahoma City also has an international agreement with the Saudi Civil Defense in which it commits to send 30 students per year for five years to the Fire Protection and Safety Technology Program.

Furthermore, The Bachelor of Technology-Emergency Responder Administration program addresses globalization through its approach to emergency management, which is a concern for all nations. The BT-ERA has recruited from Native American tribal governments, Australia, England, Canada, Ireland, New Zealand, Norway, and Wales.

The organizational environment is supportive of innovation and change.

Divisions in Academic Affairs, working through the Curriculum Committee, regularly review proposals for change and innovation in academic programs and classes. The vast majority of these proposals originate from faculty and their related departments as well as program advisory boards. These proposals range from requests for course modification to requests for new programs. The proposal evaluation process considers institutional capabilities and checks to avoid redundancies (other campuses already offering the proposed course/program) within the metro service area, as well as emerging social and economic trends.



Student Services conducts similar reviews. One notable change is addition of proactive advisors to assist divisions with retention efforts; making contact with students who have been flagged as at-risk with an early alert letter for poor attendance, poor performance, or no attendance in class.

The advisors try to ascertain what resources on campus will help the students get back in good standing in the class. Another positive change is automating the Arts & Sciences Division and Office of Financial Aid advising and degree check process. Most degree audits are conducted through email between Student Services and the division. Once the division approves or conducts the audit it is sent forward to a central financial aid email address for further processing, ensuring timelier processing.

Another Student Services innovation is assignment of a Campus Wide Identification Number (CWID) for each student and magnetic striping on student ID cards. The CWID takes the place of students' social security numbers. Students are then free to use their ID cards at the Business Services office and in the bookstore, cafeteria and vending machines across campus without fear of identity theft.

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

Technical Programs

The original purpose of OSU-Oklahoma City when it began in the early 1960s was to deliver select technical programs. The local, national, and global workforce still needs highly trained employees in important, high-demand industries, and OSU-Oklahoma City remains committed to meeting those educational needs.

Extension and Outreach

The campus outreach mission is fulfilled through service/outreach programs responding to emerging challenges and local, national, and global industry and services needs. Oklahoma State University as a system is proud of its extension and outreach roots, and OSU-Oklahoma City is honored to carry that charge forward into a new century. Support for outreach activities is found throughout the institution.

OSU-Oklahoma City has been recognized by the Oklahoma City Public Schools for its partnership with Westwood Elementary School in the nearby Stockyard City community, expanding educational opportunities for its predominately Hispanic student population.

Beginning with campus faculty, staff, and students who volunteered weekly for a one-on-one reading and mentoring program, involvement expanded to yearly drives for school supplies donated to Westwood. In 2009 OSU-Oklahoma City awarded supplemental scholarships to 31 Westwood fifth graders, providing them with the chance of a lifetime – attending college ([OSU-OKC Awards Lasting Gift to Fifth Graders](#)) with the campus providing tuition, fees and books. In addition, special outreach efforts have been made by bilingual campus recruitment staff to the large Spanish-speaking communities in nearby Stockyards City.

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

Although the OSU-Oklahoma City president is responsible and accountable to university regents, he delegates and incorporates his organizational staff with the authority to initiate and carry out decisions to meet organizational functions and goals. The campus [organizational chart](#) notes the head of each unit and function.



Core Component 2b

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

HUMAN RESOURCES

In its employment procedures, OSU-Oklahoma City adheres to the Oklahoma State University Affirmative Action Compliance Program approved by the OSU A&M Board of Regents. The campus Human Resources director, serving as affirmative action officer, is responsible for monitoring employment procedures to assure compliance. The Human Resources Office is central in the employment of all OSU-Oklahoma City personnel. Specific policy concerning the hiring of faculty, staff and administrators is contained in the [2004 Equal Opportunity/Affirmative Action Policy](#) for the OSU System.

OSU-Oklahoma City has an active employment process maximizing the effectiveness of its human resources by recruiting and retaining qualified employees and enabling them to develop and continuously improve their skills as job and campus needs change. This is identified in the [agency’s strategic plan](#) under Goal One: “Encourage the highest standards of excellence in teaching and learning both inside and outside the traditional classroom environment.” Meeting this goal involves increasing funding resources for full-time faculty positions, as well as faculty/staff development.

The institution continues to work steadily to add new full-time tenure track faculty positions in all academic divisions despite fiscal limitations. Faculty has been added in all six divisions: Arts and Sciences, Business Technologies, Agriculture Technologies, Human Services, Science and Engineering, and Health Services.

Since 1999, OSU-Oklahoma City has increased full-time faculty members by 20 and professional staff by 72 to better serve the growing student population’s needs. As of spring 2008, OSU-Oklahoma City employed 80 full-time tenured track faculty, 237 adjunct faculty and 252 professional staff. Collectively, the adjunct instructor base is responsible for 60 percent of the student semester credit hours generated during the fall 2009 semester.

Table 1: Full-Time Faculty vs. Adjunct

	<i>Faculty</i>	<i>Adjunct</i>
2000	62	179
2001	66	190
2002	67	166
2003	65	185
2004	67	205
2005	71	226
2006	75	235
2007	76	229
2008	80	237
2009	82	259

Data derived record from Human Resources





The college relies on an academically-prepared and technically-proficient adjunct instructor base. Adjunct faculty members are expected to meet the same credential requirements as the full-time faculty or have documented experience equivalent to the education credentials required for the position. The major responsibility of the adjunct faculty member is classroom teaching and learning; however, many serve on institutional committees and fulfill other general academic responsibilities. To assure the academic excellence of adjunct instructors, each division appoints full-time faculty members to serve as “[lead instructors](#)” for every course. Lead instructors interview adjunct faculty applicants, serve as mentors, and monitor and evaluate their performance.

Teaching Load and Office Hours

Although there may be some variation, full-time faculty members are required to teach 15 credit hours per semester if courses are primarily lecture or 12 credit hours per semester if the majority of courses have scheduled laboratory. The teaching load is in addition to other duties such as committee assignments, student advisement, and other departmental responsibilities.

Each faculty member is expected to establish, post, and maintain weekly office hours for class preparation and student advisement. Office hours should be scheduled at times convenient to both students and faculty with the additional option of prearranged appointments for students when there is a schedule conflict. The number of office hours is to be determined at the appropriate administrative level.

To equate the assigned workload for all faculty, a general requirement of 35 hours per week of combined class, laboratory, and scheduled office hours should be followed. Beginning fall 2009, online faculty are allowed the discretion of virtual office hours. They could take five hours off of their campus schedule and designate other times they would be available online for their students. Adjunct instructors are required to provide contact information on the course syllabi to enable students to schedule advisement time on an as needed basis.



Department heads teach 12 credit hours per fall and spring semester and six credit hours in the summer term. Division heads teach five to six credit hours per semester. Department heads and division heads are 12-month, 40-hour per week employees. They are also eligible to participate in the virtual office hour program.

In 2008, tenure-track faculty instructed approximately 40% of the teaching load on an in-load basis and a small percentage instructed on an overload basis. Adjunct faculty provided approximately 60% of the total instruction. In 2009, adjunct faculty provided approximately 68% of the total instruction; however, OSU-Oklahoma gained an unprecedented additional 1,200 students in the fall 2009 semester alone.



ACADEMIC AFFAIRS

OSU-Oklahoma City faculty meet all instructional qualifications appropriate to the level of degrees offered by the institution. Minimum qualifications require that faculty members have master's degrees or equivalent professional experience in their discipline. In accordance with Oklahoma State Regents for Higher Education requirements, faculty members teaching general education courses typically hold graduate degrees that include substantial study appropriate to the academic field in which they teach. According to Human Resources' data, as of summer 2009 85% of tenure-track faculty hold a master's degree or above. The 15% with bachelors' degrees are either working toward a master's degree or have alternative certification or licensure.

ACADEMIC DIVISIONS

OSU-Oklahoma City has organized academic personnel and other resources within six academic divisions: Agriculture Technologies, Arts and Sciences, Business Technologies, Health Services, Human Services, and Science and Engineering. Through these divisions, the institution offers certificates, Associate of Science degrees, Associate in Applied Science degrees, and a Bachelor of Technology. The academic divisions are the institution's primary resource for supporting educational programs.

Division of Agriculture Technologies The Division of Agriculture Technologies hosts two departments, [Horticulture Technologies](#), and [Veterinary Technology](#). The Veterinary Technology program was moved to the Division of Agriculture Technologies fall 1999. The move allowed for program growth and a streamlined fit for the division by bringing animal technology into the agricultural programs. Numerous career opportunities in urban agriculture and animal science make it possible for prospective students to select from many areas of emphasis within these programs.

To meet the growth in enrollment, an extra 33,000 square feet was added in 2008 to the existing John E. Kirkpatrick Horticulture Building. This new Agriculture Resources Center (ARC) includes a conservatory, a living laboratory displaying a variety of plants carefully cultivated by horticulture students and faculty. Each room in the ARC is designed to maximize students' learning experiences. Most of the first floor consists of animal x-ray labs, surgical and exam rooms, kennels, and a large animal clinic. The second floor houses floral design labs, a floral refrigerator, and lecture rooms. From the second floor, a balcony overlooking the large animal clinic allows students to observe without agitating the animals below.

In addition to quality classroom instruction, Agriculture Technologies students also gain valuable hands-on experience in the gardens and greenhouses of the [John E. Kirkpatrick Horticulture Center grounds](#), on the [Turf Management outdoor laboratory](#), in a landscape design and graphics lab, in a floral design studio and in Veterinary Technology labs that include small and large animal facilities. The result is a remarkable academic environment in which there is a dedication to teaching, public service and a collaborative working relationship with business, industry, and government.

The division presently has six full-time faculty positions plus the division head. In addition, there are an average of four adjunct faculty members assigned each semester. Eleven staff positions (such as the greenhouse manager, horticulture technicians, and secretarial assistants) provide support for academic and related functions of the department.



The division offers several [programs](#). The Veterinary Technology Program is accredited by the American Veterinary Medical Association-Committee on Veterinary Technician Education and Activities ([AVMA-CVTEA](#)).

Donations and Grants. The Agriculture Technologies Division has been the recipient of numerous grants and donations to assist with the division's continued success and growth. The Oklahoma City Community Foundation offered four grants including \$5,000 for the Horticulture Education Website and another \$15,000 for the Shrub Arboretum during 2007.

In addition, since 2000 the division received approximately \$1.5 million in funding for construction of the Agriculture Resource Center building, the Smart Classroom, the Veterinary Technology degree classroom and laboratory, and the Turfgrass Management outdoor laboratory that includes a five-hole instructional golf course and displays of the most current turfgrass varieties under many different management schemes. Supporters include the John E. Kirkpatrick Foundation, Oklahoma Nursery and Landscape Association, Willowbrook Construction, CloseBend, Inc., Stillwater National Bank, Total Environment, Inc., USGA Foundation, Intrust Bank, OGE Energy Corporation, True Turf, Minick, and Syngenta Professional Products.

STRENGTHS:

- The division added 33,000 square feet of physical space in 2008 by building the new state-of-the-art Agriculture Resource Center building. The addition has provided space for the Veterinary Technology program to move into the facility as well as allowed for ample growth for all division programs. Completion of the Agriculture Resource Center in the summer 2008 resulted in significant expansion of instructional facilities for the division.
- The Veterinary Technology Department experienced significant improvements in instructional facilities. New labs, classrooms and state-of-the-art clinical teaching facilities have provided some of the much-needed resources for program growth. Expanded facilities have also made it possible to admit more students to the program.





- Two departments in the Agriculture Technologies Division are now housed in the same building, which makes internal communicating easier, sharing resources more feasible, and managing personnel more efficient.
- Renovation of the original Horticulture Center building was completed in the summer of 2009. New instructional space has been created, with a net gain of four new classrooms.
- The division has strong industry support and career opportunities for students. Since its inception in fall 1975, the Horticulture program has earned the reputation that its graduates are well-prepared to enter the workplace and make a difference in the green industry. With this long-term positive impact, the program has garnered support from numerous industry partners and others significant to the horticultural community.
- The Veterinary Technology (VT) Department continues to grow in reputation and impact on the veterinary industry as well and recent surveys list veterinary technology as one of the fastest-growing career opportunities in the United States. A majority of the OSU-Oklahoma City VT students work in animal care-related settings while they are in school, and job opportunities available upon graduation meet or exceed the number of students available to fill them.
- A SmartClassroom was completed in summer 2009 in the new ARC building.
- Additional staff members added to meet new division program requirements and expansions include a full-time veterinary technology faculty member and veterinary technician, two full-time turf grass management staff, a full-time horticulture faculty member, and a support position increased from part-time to full-time.
- Additional Veterinary Technology faculty position has been approved and posted.

CHALLENGES:

- The Horticulture Department needs to show enrollment growth.
- Additional Veterinary Technology faculty and staff are needed.
- Education/training offerings need to grow.

RECOMMENDATIONS:

Recruit from the “under 22” population. The majority of current Horticulture Department enrollments are adult and young adult students. Only a small proportion of students are of the “under 22” or recent high school graduate profile. Communications and Marketing is working to create new promotional materials to recruit from this untapped population. Efforts to visit high schools with programs with an “urban agriculture” focus are also underway.

Offer evening sections of required coursework, allowing evening students, part-time students and occasional out-of-sequence or “make-up” students to fulfill course requirements outside of the normal daytime “tracked” curriculum sequence. Also consider offering additional VT specialty training, continuing education and similar non-essential courses to current, former, and prospective students. Hiring additional faculty, or recruitment of a select, reliable pool of adjunct faculty will be required.



Division of Arts and Sciences. The Arts and Sciences Division (A&S) is the students' gateway to higher education, whether planning to earn a technical program associate degree or transfer to a four-year college to complete a baccalaureate degree. Many courses offered by the division are required of students attending any Oklahoma public higher education institution and can be transferred for degree credit; other courses offered provide students with useful and interesting electives to round out a college education.

Changes to the division include adding the [Applied Technology \(ATEC\) degree](#) in 2001, adding eight plans of study for the Applied Technology A.A.S. degree in 2007, and moving natural science courses to the Engineering Division in 2006 to better serve the student population. The Developmental Studies Department is also new to the division. It was added in 2006 to continue to expect, promote, and evaluate high-level instructional quality in developmental studies courses via new and established measurement tools, promoting increased persistence, retention, and student success. The division established a budget for the departments, and a department head was hired during this same time.

The division has ten full-time faculty, four department heads, one associate division head, and one division head. In addition, approximately 130 adjunct faculty members teach each semester. Two administrative assistants, one part-time proactive advisor, and one part-time lab technician complete the A&S team.

The A&S Division has several [degree options](#) and the division offers lower-division courses in four categories:

- *Required* general education courses for the degree programs in Applied Technology, Public Service, and Technical Spanish.
- *Required* general education courses for other two-year associate degrees in the technologies and/or for transfer.
- *Elective* general education courses for two-year associate degrees in the technologies and/or for transfer.
- Required *remedial* courses to prepare students for college-level courses required for associate and/or four-year degrees.

Articulation Agreements. The Arts & Sciences Division has two articulation agreements with the University of Oklahoma and University of Central Oklahoma for the Public Service degree.

Grants and/or Contracts. The division established the Phil Daugherty Arts and Sciences Lectureship with \$25,000 in 2002 and has the Phil Daugherty scholarship (\$5,000). The division also has the Humanities Department foundation fund with \$4,800, and the OSU-Oklahoma City Arts & Sciences Division fund with \$5,363.63.



**STRENGTHS:**

- The division created its own assessment committee as a compliment to the Institutional Assessment of Student Learning Committee and the committee is producing an assessment plan.
- Retention in developmental courses is improving through Matriculation Study efforts.
- Faculty are leaders in using technology in class and online to enhance instruction.
- Fifty-percent of the faculty have earned doctorates (5/10), 50% of the department heads also have doctorates (2/4), the associate division head has a master's degree, and the division head has an earned doctorate for a total of 50% of the faculty in the division with terminal degrees.
- Developmental math faculty have streamlined and offered more options in developmental math for developmental students, so they can reach college level in a shorter time period.
- Faculty have begun adding taped lectures to online classes.
- Faculty have 1464 hours in professional development training since the last site visit. ([Brown](#), [Ferguson](#), [Frederick](#), [Jobe](#), [Jones](#), [Maupin](#), [Rice](#), [Scott](#), [Shuman-Miller](#), [Smith](#), [Stone](#))
- The division has one Higher Learning Commission accredited online degree program, the [Public Service Degree](#).
- The division is creative in how it meets enrollment demands.

CHALLENGES:

- The Matriculation Study process is time consuming.
- Evaluating the quality of online classes presents perpetual challenges.
- Faculty need time to learn new instructional technology.
- Meeting the demands of filling course sections with instructors is challenging. Staffing additional sections in the high schools with concurrently enrolled student classes adds additional burden on a pool already stretched to its limits.
- Faculty and department heads are overworked.
- There are too few computer labs for the demand.
- Class sizes for composition courses exceed the national standard.



RECOMMENDATIONS:

- The division needs an additional developmental mathematics instructor. One developmental mathematics instructor manages an average of 80 sections of developmental mathematics per fall and spring semesters.
- The division needs a systematic means of evaluating the quality of online classes.
- The division needs to fine tune the matriculation process to make it less labor intensive.
- The division needs more computer labs for classes, especially English classes.
- The division needs to reduce the size of composition classes. The current class size is 28, which is at least four students over the nationally recommended average. Class size affects the amount of one-on-one time instructors' spend with students, and it affects the amount and quality of feedback they are able to make on students' work.
- The work load for faculty teaching Internet classes needs to be addressed.



Division of Business Technologies. The Business Technologies Division is dedicated to presenting dynamic and flexible educational programs to an ever expanding “community.” The division strives to make programs readily accessible and bring learning opportunities to the public as conveniently and economically as possible. In addition to on-campus classes, many courses are offered via the Internet.

The division has nine full-time faculty, two department heads, and one division head. In addition, 47 adjunct faculty teach each semester. One part-time academic advisor and one full-time administrative secretary provide clerical and office support.

The Business Technologies Division is comprised of six academic departments: Accounting, Computer Information Systems, Health Care Administration, Management, Business Technologies, Information Technology, and Technical Communications. The division offers many cutting-edge [Associate in Applied Science \(AAS\) degrees](#).

Accreditations. The division plans to pursue program accreditation in the future with the Association of Collegiate Business Schools and Programs ([ACBSP](#)).

Articulation Agreements.

- Business Technologies program with Mid-America Christian University with the Bachelor of Science in Management Information Systems and Ethics or Management and Ethics.
- Computer Information Systems/Business Information Systems program with Mid-America Christian University with the Bachelor of Science in Management Information Systems and Ethics.
- Management program with Mid-American Christian University with the Bachelor of Science in Management and Ethics.
- Management program with Southern Nazarene University with the Bachelor of Science in Organizational Leadership.



Cooperative Agreements.

- Francis Tuttle Technology Center: Computer Information Systems / Accounting Emphasis; Technical Communications / Illustration / Multi Media
- Metro Technology Center: Computer Information Systems / Computer Technical Support; Management – General Business; Technical Communications / Internet Administration / Web Page Design.

Scholarships.

- 184 credit hours of campus credit to award to program majors each year.

STRENGTHS:

- The division has three [Higher Learning Commission accredited online degrees](#): Business Technologies A.A.S., Healthcare Management A.S., and Management, A.A.S.
- The division has experienced faculty.
- Community support exists in the form of advisory board members and internship placements.
- Varied formats for classes create a high degree of flexibility for students: courses can be taken online, via Cox Cable, and/or in a fast track, weekend or traditional class setting during the day or evening.
- The division has increased emphasis on assessment.
- There is strong institutional financial support.
- University facilities, especially classroom and computer labs, are excellent.

CHALLENGES:

- The division has a high adjunct to full-time faculty ratio, which is roughly 65% adjunct to 35% full-time.
- Problems exist with course transferability to four-year institutions because courses offered at OSU-Oklahoma City are generally 3000-level at four-year institutions, which means students have to take more classes.

RECOMMENDATIONS:

- The Accounting Department needs an additional faculty member.
- Advisory board memberships need strengthening.
- Alumni tracking methods need improvement.
- The division would like approval for Bachelor degree in Business Technologies.
- Student recruitment efforts need improvement.



Division of Health Services. The Division of Health Services offers programs of study leading to an Associate in Applied Science. The division offers [five degrees](#), one of which is accredited by an outside agency ([Nursing Accreditation](#)).

General education and related classes are offered during the day and the evening to suit students' schedules. Nursing courses are daytime lecture, lab, and clinical experiences. During supervised clinical practicum in affiliating healthcare agencies, students apply concepts, techniques, and skills acquired in the classroom and laboratory.

The division has 17 full-time faculty, one associate division head, and one division head. In addition, approximately 10 adjunct faculty teach each semester. There are two secretaries, one full-time and one three-quarter time. On the Oklahoma Panhandle State University (OPSU) campus, there are two faculty; one full-time and one 75%.

A unique feature of the OSU-Oklahoma City nursing program is the online nursing program developed for students enrolled on the Goodwell campus at [Oklahoma Panhandle State University](#). Students are able to take courses online, but must complete clinicals in local hospital settings. Providing registered nurses to rural Oklahoma benefits that Panhandle area which faces critical nursing shortages.

The Division of Health Services has several unique degree programs that leave it poised for a bright future. The [Radiologic Technology A.A.S.](#) is a cooperative agreement program offered in partnership with [Metro Technology Centers](#) (Metro Tech). Upon completion of the required prerequisite courses, students must apply with Metro Tech in order to be eligible to complete the Technical Occupational Specialty courses with OSU-Oklahoma City as co-enrolled credit, as these courses are only offered as part of the Metro Tech career major.

The Metro Tech Radiologic Technology career major is a full-time, two-year program that includes 2,775 hours of classroom, lab time and clinical experience. This work is in addition to the time needed to complete the prerequisite courses, which will vary depending upon the number of credit hours a student can take in a given semester.

Metro Tech admits students through a selective admissions process in which students are awarded points for their high school GPA or GED, college credit, COMPASS test scores and various other admissions criteria. Classes are offered day and evening.

Accreditation. The OSU-Oklahoma City nursing program is approved by the [Oklahoma Board of Nursing](#) (OBN) and accredited by the [National League for Nursing Accrediting Commission](#) (NLNAC).



Cooperative Agreements

- Oklahoma Panhandle State University – Nurse Science.
- Metro Technology Centers – Radiologic Technology.

Grants and Scholarships.

- Barbara Statum Nursing Scholarship
- Deaconess Hospital Auxiliary Scholarship
- Dr. Lois Salmeron Endowed Scholarship
- Faye May Endowed Scholarship Fund
- James “Chris” Pitts Memorial Endowed Nursing Scholarship
- Larry Love Memorial Nursing Scholarship
- LaVerne R. Aldridge Nursing Scholarship
- Margaret Brock Lectureship
- McBride Foundation Nurse Science Scholarship
- Nancy Hall Memorial Scholarship
- Nursing Educator Scholarship
- OSU-OKC Nursing Educator Scholarship

STRENGTHS:

- The nursing licensure examination pass rate from 2005-2008 remained above state and national levels.
- All graduates from the OSU-Oklahoma City nursing program who seek immediate employment find jobs in local hospitals. Many work in the high-risk areas such as critical care, ICU, labor and delivery and ER.
- The program has an applicant pool of 200-300 per semester which allows for a good selection of qualified applicants.
- Partnerships with local hospitals provide adjunct clinical instructors and clinical slots for their licensed practical nurses (LPN’s) who are enrolled in the OSU-Oklahoma City nursing program. These partnerships assist in increasing the enrollment of LPN’s who can complete the nursing program in a shorter time frame.
- In response to the nursing shortage, enrollment of traditional and LPN students was increased, and the graduation rate nearly tripled since 2006.
- A high-fidelity human patient simulator was purchased in 2008 for the nursing program, allowing students to experience real-life clinical experiences in the skills lab and better prepare them for hospital clinical experiences.



- Student interest in Radiologic Technology as a health profession is high, with approximately 100 to 150 students applying for the Metro Tech Radiologic Technology program each year. The OSU-Oklahoma City/Metro Tech Radiologic Technology cooperative agreement began in the fall 2005. To date 46 students have graduated with the A.A.S. in Radiologic Technology, with approximately 20 more students expected to complete their degree in summer 2009.
- Echocardiography Program Strengths
 - The only degreed, dedicated echocardiography program in Oklahoma.
 - Experienced faculty. Each faculty member maintains a dual registry in both cardiac and vascular imaging. The echocardiography program director has a bachelor's degree and a master's degree in science and is a registered pulmonary function technologist.
 - Graduates that have tested for the national registry have 100% first time pass rate. This relates to approximately a 60% national pass rate for graduates taking their registry the first time.
 - Most graduates are employed in Oklahoma in local hospitals or private physicians' offices.
 - The echocardiography program is scheduled for national cardiac accreditation (American Registry of Diagnostic Medical Sonography) fall 2009.
 - The program offers a wide variety of clinical settings, including urban and rural, to further offer the students a better clinical experience. This also includes experience at Oklahoma University Medical Center, the only hospital ranked a level-five trauma hospital in Oklahoma. OSU-Oklahoma City students have a clinical rotation at the only magnet accredited hospital in Oklahoma, INTEGRIS Baptist Medical Center.
 - The program has three state-of-the art ultrasound machines to allow the students ample individual scanning time.
 - The program has one laptop ultrasound machine and two main ultrasound machines that prepare the students for most working conditions that they will encounter upon graduation.
 - The program has ultrasound machines with various transducers that allow the student both instruction in all cardiovascular modalities and applications and cross-training into basic vascular instruction.
 - The echocardiography program is the only ultrasound program in Oklahoma that offers stress treadmill echocardiogram training.
 - The echocardiography program is the only ultrasound program in Oklahoma that offers transesophageal echocardiogram (TEE) training.
 - The echocardiography program offers didactic training in contrast ultrasound imaging.
 - The echocardiography program offers didactic training in 3D and 4D ultrasound and other new technologies.
- Vascular Technology Program Strengths:
 - The only degreed, dedicated vascular program in the state of Oklahoma.
 - Experienced faculty. Each faculty member maintains a dual registry in both cardiac and vascular imaging. The vascular director has two bachelor's degrees, with one being in a biological science and one being in an allied health science. The vascular director has an associate's degree in radiography and is a registered radiographer.



- Graduates that have tested for the national registry have a passing rate of 100% on the first attempt.
- The program offers a wide variety of clinical settings, including urban and rural, to further offer the students a better clinical experience. This also includes experience at Oklahoma University Medical Center, the only hospital in Oklahoma that offers instruction in transcranial Doppler and the newest intracranial technology- visual intracranial ultrasonic imaging.
- Most of the graduates are employed in Oklahoma in local hospitals or private physician's offices.
- The program will be pursuing national vascular accreditation via the American Registry of Diagnostic Medical Sonography.
- The program has ultrasound machines with various transducers that allow the student both instruction in all cardiovascular modalities and applications (i.e.: abdominal, cerebrovascular, lower extremity, etc) and cross-training into basic echocardiography instruction.
- The program has one state-of-the-art, digital segmental pressure machine and one modern, analog segmental pressure machine that allow the students ample opportunity to perform noninvasive, indirect vascular pressure testing and to experience the variability that may be encountered at their site of work upon graduation. The campus also owns many handheld Doppler machines that allow for portable testing.
- The program offers the student the capability of performing treadmill stress testing in conjunction with the noninvasive, indirect testing and/or two-dimensional ultrasonography.

CHALLENGES (Nursing, Echocardiography, and Vascular Technology):

- Limited applicant pool for the online nursing program and difficulty in recruiting and retaining master's prepared nursing faculty because of the rural setting.
- Limited physical space for the expanding nursing program.
- Due to the limitations placed on the Metro Tech program in regard to available clinical space, only 15 new students are admitted to the program each year—with an additional 10 students admitted every odd year (for 25 new students in odd years). Additionally, due to the nature of the program (prerequisites completed at the college level before entering the Metro Tech program) there can be some confusion on the part of the student as to what process needs to be completed when and where. However, the majority of this confusion is eliminated through the advisement of the Cooperative Alliance Services office.
- Because the technical occupational specialty courses are offered at Metro Tech, growth of this program is limited to Metro Tech's resources and the availability of clinical sites.



RECOMMENDATIONS:

- Provide more physical space (plans are currently in place).
- Continue to advertise, recruit and promote the online nursing program.
- Identify factors contributing to the decreased nursing licensure examination pass rate for 2008 although early reports for the December 2008 class is above state and national levels.
- More high-fidelity human patient simulators are needed for the nursing skills lab. Additional simulators would provide more hands-on experience for the nursing students.
- Echocardiography and Vascular Program Challenges:
 - The programs need at least one adjunct or full-time faculty to facilitate the goal of a baccalaureate program.
 - The programs need at least two part-time, registered sonographers to help in the laboratory setting in cardiac and vascular imaging.
 - The programs need another part-time secretary or work-study for the afternoon hours of operation.
 - The programs need a maintenance contract, so that some electronic work can be done on the recording devices on the ultrasound machines. A maintenance contract will help to ensure their ability to allow the students to record their own studies as part of homework assignments or for personal improvement. A maintenance contract will also help to ensure that the ultrasound machines are always in proper working order and within national electrical safety guidelines.
 - The programs need monitors on each side of the ultrasound machines that are interfaced with each ultrasound machine, for instructional purposes.
 - Increase the exposure of the program to the local public through media marketing outlets, such as radio and newspaper advertisements.



Division of Human Services. The Division of Human Services offers a wide range of [degree and certificate programs](#) designed to meet the needs of students interested in a career that serves people and/or the public. One is a bachelor of technology degree, and three of the programs are [Higher Learning Commission accredited for online delivery](#): Police Science, A.S.; Police Science, A.A.S.; and Certificate of Mastery in Early Care Education Administration. The curriculum in each program provides a general education background as well as career preparatory courses and continuing education workshops.

Each program is designed to meet one or more of the following objectives:

- Provide students the opportunity to acquire the education and skills necessary for employment in their chosen field; and/or
- Provide the opportunity for people working in the field to upgrade their skills.

The division has a division head, an associate division head, five department heads, six full-time faculty, four clinical instructors, seven lab instructors, and one lab coordinator. In addition, approximately 49 adjunct faculties teach each semester, and there are three full-time professional staff members.



Scholars for Excellence in Child Care Program.

Through an agreement with the [Oklahoma Department of Human Services](#) and the Oklahoma State Regents for Higher Education, OSU-Oklahoma City provides courses for working child care providers. [The Scholars for Excellence in Child Care Program](#) provides technical assistance and support services while encouraging Oklahoma's child care providers to pursue a formal education in child development.

With the help of scholarships and financial aid, participating child care providers (scholars) are first encouraged to complete course work used to obtain a Child Development Associate Credential (CDA). As a next step, scholars are encouraged to pursue higher education in order to receive a Certificate of Mastery in child development and eventually an associate degree in child development. This grant program is funded through the [Department of Human Services Oklahoma Child Care Services](#) program.

To qualify at OSU-Oklahoma City students must be a child care center director or assistant director or a family child care home provider. They must work at least 30 hours per week, earn less than \$15.50 per hour, be rated at least a 1+ star (see [link](#) for explanation of star system), and have at least 10% of the children in their care receiving Oklahoma Department of Human Services assistance. After qualifying the scholarship will pay 80% of the tuition and fees and 100% for their textbooks for their further education. Plus, they get assistance from a scholar coordinator to assist with advisement, application processes, and other assistance they may need with classes.

In addition, the OSU-Oklahoma City Child Development Center (CDC) reports to the Human Services Division. The CDC offers a developmental program providing quality care to children ages six weeks to five years for OSU-Oklahoma City students, faculty, staff, and the community. The Child Development Center has a director, and assistant director, 22 classroom teachers, and support staff and is licensed for 74 children.

The CDC, accredited for more than 10 years by the national association for the Education of Young Children, is also a learning laboratory for OSU-Oklahoma city students from the Division of Health Services, the Division of Human Services, and psychology courses. In addition, several area colleges send practicum students, student teachers, and graduate students to observe CDC activities Monday through Friday.



Accreditations.

- The Collegiate Officers Program is [accredited](#) by the Council on Law Enforcement Education and Training (CLEET) through 2012.
- The Early Care Education program received its national accreditation from the National Association for the Education of Young Children (NAEYC) August 17, 2009. The OSU-Oklahoma City program is the 61st program in the United States and the sixth in Oklahoma to receive accreditation.
- The OSU-Oklahoma City Child Development Center Lab School is accredited by the National Association for the Education of Young Children Accreditation of Programs for Young Children.
- The Sign Language Interpretation A.A.S. is undergoing accreditation with the [Commission on Collegiate Interpreter Education](#) (CCIE). Interpreter education programs now have the opportunity to seek accreditation with CCIE, founded in 2006.
- The accreditation process includes submission of a comprehensive self-study report rated by CCIE evaluators and a site visit. OSU-Oklahoma City Sign Language Interpreter program faculty and staff have completed the self-study and the program is approved for a site visit scheduled for fall of 2009.
- The EMS degree program plans to pursue accreditation with the Commission on Accreditation of Allied Health Education Programs.

Cooperative Agreements.

- Associate in Applied Science in Emergency Medical Services has cooperative agreements with Eastern Oklahoma Technology Center, Metro Technology Centers, Kiamichi Technology Center, Moore Norman Technology Center, and Canadian Valley Technology Center.
- Associate in Applied Science in Municipal Fire Protection has a cooperative agreement with Eastern Oklahoma Technology Center.
- Associate of Applied Science in Early Care Education has a cooperative agreement with Metro Technology Center.

Articulation Agreements.

- Associate in Applied Science in Alcohol and Substance Abuse Counseling has an articulation agreement with the University of Central Oklahoma with the Bachelor of Science in Sociology – Chemical Dependency program.
- Associate in Applied Science in Municipal Fire has an articulation agreement with the University of Central Oklahoma with the Bachelor of Science in General Studies – Training and Development emphasis.
- Associate in Applied Science in Police Science – Crime Scene Investigation emphasis has an articulation agreement with the University of Central Oklahoma with the Bachelor of Science in General Studies – Training and Development emphasis.
- Associate of Applied Science in Early Care Education – Administration & Master Teacher Emphases has a transfer agreement with the University of Central Oklahoma with a Bachelor of Science in Family Life Education – Child Development emphasis – and with Northeastern State University with a Bachelor of Science in Human and Family Services – Early Care emphasis.



Cooperative Agreements with Higher Education.

- Alcohol and Substance Abuse Counseling – Murray State College, Ardmore Higher Education Center, and Cameron University.
- Police Science – Crime Scene Investigation – Murray State College and Ardmore Higher Education Center.

Grants/Scholarships.

- JR Johnson Memorial scholarship
- Judge Black scholarship

STRENGTHS:

- First Bachelor of Technology degree approved for the OSU-Oklahoma City campus.
- Unique programs in human services and public safety.
- State of the art training facilities, which allow for the use of instructional technology in all classes.
- Committed to the campus enrollment management planning process.
- Early Care Scholarship Program.
- The Public Safety Training Center (PSTC) building opened in 2008, adding almost 22,000 square feet for new programs and growing student enrollment.
- The PSTC includes the latest instruction technology: a learning lab for the Early Care Education degree program, and hosts the Center for Safety and Emergency Preparedness which includes a future simulation room and hands-on laboratory for emergency and disaster training.

CHALLENGES:

- Increased enrollment growth with restricted resources to meet the students' needs.
- Incorporate more technology into courses and daily operations.
- Three separate facilities on campus house division programs which affects division synergy.

RECOMMENDATIONS:

- Include structured planning time to better meet the needs of the division.
- Acquire additional funding sources including grant resources.



Division of Science and Engineering Technologies. The Science and Engineering Division provides the latest technology and instruction in the architecture, construction and engineering fields in the Oklahoma City area. The division works to keep the latest technologies in the classroom and provide the best educational opportunity for all students. Many of courses are transferable toward a bachelor of science degree at one of the state's comprehensive universities. Industry partnerships help the division stay current with industry trends and provide internships, field trips, and employment opportunities.

Faculty members are dedicated to working with students to develop a career path that meets the goals of the individual. Students also benefit from adjunct faculty who work in the field who bring their knowledge and skills into the classroom. This diverse group brings the academic and industrial work force together to provide the best possible education.

The division has four full-time faculty, one 12-month faculty, three department heads, and one division head. In addition, 20 adjunct faculty members teach each semester. Two full-time lab technicians and two administrative secretaries provide clerical and office support.

The division offers 12 Associate of Applied Science ([A.A.S.](#)) programs.

Articulation Agreements.

- The Division has a transfer articulation agreement with OSU-Stillwater in the areas of Architectural Technology, Construction Technology, and Electronics Engineering Technology.

Scholarships.

- Lion's Club scholarship for the architecture program.
- Division fee waiver scholarships.

Grants.

The division received a grant from the U.S. Department of Labor for \$1,743,708 to develop the Wind Turbine Technology program. The grant will cover some equipment cost, faculty salary for three years, and equipment for campus partners (Metro Technology Centers and High Plains Technology Center). Additionally, the division is participating in a grant with the Oklahoma Department of Commerce to develop statewide safety standards for the wind industry. Also, a grant for \$400,000 was recently awarded from the U.S. Department of Energy.

Oklahoma Gas & Electric has donated a significant amount of equipment over the last 10 years. They allow use of their equipment such as fall arrests until equipment can be purchased. They supply the poles for climbing and stringing lines, transformers, cross arms, wire, and electrical connection supplies. Students use two trucks that OG&E considers surplus, and as OG&E removes better trucks from their inventory, they replace trucks donated to the institution.



Recently, OG&E donated 24 laptop computers to be used in the Electrical Power Technology program. Their engineers and technicians help develop the courses for the program. Some of their suppliers such as General Electric and Schweitzer will be donating equipment for the Electrical Power Technology labs. This expensive equipment will either be donated or sold to the campus at cost.

OSU-Oklahoma City has developed partnerships for the Wind Turbine Technology program also. Oklahoma Gas & Electric helped get the program started and approved. Some of their employees are teaching courses. Partnerships exist with General Electric, Siemens, Vestas Wind Energy, Horizon Wind Energy, and Nextera. They will provide guidance in developing courses as well as providing equipment and possibly scholarships for students.

STRENGTHS:

- Qualified faculty and adjuncts.
- New faculty member for Wind Turbine Technology, Construction Management, and Surveying.
- New labs and equipment for science classes.
- Partnerships with industry.
- Great publicity from the Communications and Marketing office.

CHALLENGES:

- Limited space for engineering labs.
- Older equipment in electronics labs.

RECOMMENDATIONS:

- New engineering building groundbreaking being planned.
- New equipment for engineering building.
- New building will be Leadership in Energy and Environmental Design (LEED) certified and will be used as a recruiting tool for alternate energy programs.
- New grant opportunities from Department of Labor and stimulus funds.
- Expand offerings in surveying and construction to bring in more students.
- Develop any new partnerships with industry that become available.
- Develop additional online courses for surveying and wind energy.



STUDENT SERVICES

Student Services is positioned to provide quality service for students now and in the future, providing programs and services that encourage and promote enrollment, retention, engagement, development, success, and continued learning. Student Services has 55 employees in both full and part-time positions within the units.

Associate Vice President.

The associate vice president of Student Services is responsible for the newly-formed OSU-Oklahoma City Alumni Association. This office is responsible for the creation, development, and implementation of events to reach out to alumni, family, and friends of the OSU-Oklahoma City campus.

Enrollment Management.

Enrollment Management continues to develop and serve a vital role for students and campus constituents. Departments under this area offer students a “one-stop-shop” approach for admissions and enrollment. Services provided under the direction of Enrollment Management include the following:

- The Welcome Center
 - Provides general information to students, prospective students, and campus visitors.
 - Provides direction for campus locations.
- Admissions
 - Provides admissions information for current students and prospective students.
 - Provides central counter for students to submit official documents to the institution.
 - Provides admissions information specifically for international students.
- Advisement
 - Provides a highly personalized, student-centered approach to academic advisement.
 - Provides general degree information to students or prospective students.
 - Serves new students, transfer students, undeclared or non-degree seeking students, international students, and pre-nursing students.
 - Offers students multiple ways to enroll: personally with an advisor, telephone enrollment, or online enrollment.
- Career Center
 - Offers one-on-one service training or assistance, with little waiting, to explore career opportunities and options for students.
 - Provides educational workshops on topics such as interviewing skills, creating a resume, and dressing for an interview to prepare students to enter the workforce after graduation.
 - Conducts job fairs each semester for the students and community.



- Recruitment
 - Provides information for prospective students concerning degree programs and general college information
 - Conducts campus tours for prospective students and visitors
 - Visits local high schools and attends recruitment events to establish a community presence for the college campus

By including these components in one area, Enrollment Management is poised to address all recruitment, admission and enrollment needs.

Deaf Student Services.

The Office of Deaf Student Services (DSS) provides accommodations to ensure that students who are deaf or hard of hearing have full access to educational opportunities at OSU-Oklahoma City. Services include interpreting, note taking, tutoring, advisement and counseling, and real-time captioning. The Phonic Ear Loop system is available for student use in the classroom, and there is a Telecommunications Device for the Deaf (TDD) in the program office as well. Students are encouraged to participate in the Deaf and Hearing Social Club, composed not only of deaf and hard of hearing students but also hearing students taking instruction in American Sign Language.

Student Life.

The goal of Student Life is to engage students within the campus community and the outside community, as well as to provide student development opportunities that speak to leadership, wellness, health, recreation, diversity, peer-to-peer mentoring, and community service. Student Life has recently been restructured to include the following areas:

- Student Engagement
 - Provides peer-to-peer mentoring programs.
 - Provides multiple orientation formats at the beginning of the academic year.
 - Develops outcomes for Student Development programming and assesses programming efforts appropriately.
 - Advises President's Leadership Council and the Ambassador program.
 - Develops community service opportunities for student engagement.
 - Promotes scholarships to current and prospective students.
 - Provides leadership and direction to Student Development and Wellness Center.
 - Provides students with referral services for mental health and physical health services in the Oklahoma City metro area.



- Student Development
 - Provides programming consistent with the general education outcomes.
 - Serves as liaison between student organization advisors and administration.
 - Provides leadership development training.
 - Provides diverse programming opportunities for students and campus community.
- Wellness Center
 - Provides community wellness and health programs for the entire campus throughout the calendar year.
 - Provides a clean, innovative, and safe place for campus community to exercise and get advice and informal training about exercise throughout the calendar year.
 - Provides credit and non-credit exercise activity classes.
 - Manages the Wellness Assessment Lab for the campus community.
 - Provides intramural opportunities for the student body.
 - Organizes and implements various special health events for the campus.

Financial Aid.

The Office of Financial Aid and Scholarships operates to provide OSU-Oklahoma City students a means of financing their educational goals. OSU-Oklahoma City is committed to total compliance with federal and state regulation, university policies, and office procedures.

Realizing that financial aid is a vital part of most students' education, the Office of Financial Aid is dedicated to providing the highest level of service as it relates to information, timeliness, and accuracy. OSU-Oklahoma City believes that no qualified student should be denied the right to pursue the post-secondary degree of his/her choice because of the lack of financial resources.

The Office of Financial Aid and Scholarships offers the following services.

- Assistance in completing the Free Application for Federal Student Aid (FAFSA)
- Financial aid counseling for students and parents
- Academic progress counseling
- Loan counseling
- Scholarship assistance
- Federal Work-Study Program placement in collaboration with Career Services

Total financial aid provided to OSU-Oklahoma City students has dramatically increased over the past 10 years from a little over two million dollars in 2000 to \$21,197,617.67 in 2009.

**Registrar Services.**

Registrar Services is the clearinghouse for all official student record requests and is essential to assure that OSU-Oklahoma City remains in compliance with Oklahoma State Regents for Higher Education, state, and federal policies concerning enrollment of various students including high school graduates, veterans, and non-degree-seeking students. Registrar Services includes the Records Department and the Veterans Services Department and oversees the following aids to students.

- Responsible for the confidentiality, integrity, completeness and archiving of student records.
- Oversees academic standards and regulations to ensure the integrity of OSU-Oklahoma City degrees and certificates.
- Interprets and administers Oklahoma State Regents for Higher Education and university policies and regulations.
- Provides guidance and supervision for the records and telephone enrollment staff, and veteran affairs.

Testing and Assessment.

The Testing and Assessment Center administers and interprets a wide variety of tests and makeup exams for OSU-Oklahoma City, as well as the surrounding community. Testing and Assessment provides the following services:

- National test site for the following exams: ACT, CLEP, NICET, MPRE, and SPEAK.
- Residual test site for the following exams: TOEFL, ACT, HESI, ProCalc, and Faculty Makeup exams.
- Community test site for the following exams: CNA, Work Keys, and GED.
- Testing proctors for all above services.

**TRIO.**

OSU-Oklahoma City has a rich history of assisting under-served populations with the work of the Upward Bound Program, Educational Talent Search, and Student Support Services. These programs each work with a specifically identified cohort to provide an environment in which students can receive assistance in meeting their academic, career, personal, and social needs. Services provided by these Federal TRIO programs include:

- Student Support Services
 - Tutoring
 - Academic advisement
 - Personal counseling
 - Study skills development
 - Self-esteem enhancement
 - Workshops
 - Cultural events
- Talent Search
 - Identifies and assists students who have the potential to attend college.
 - Academic counseling
 - Career counseling
 - Financial aid counseling
 - Field trips
 - Mentoring
 - ACT/SAT prep workshops
- Upward Bound
 - Assists students in preparation to enroll and succeed in a post-secondary institution.
 - Academic counseling
 - Cultural events
 - Personal counseling
 - Career counseling
 - Self-esteem enhancement
 - Field trips
 - Financial aid counseling
 - Mentoring
 - ACT/SAT Prep workshops

**STRENGTHS:**

- Student Services is positioned to provide quality service for students now and in the future.
- Several departments have undergone restructuring to better align services for students.
- The physical location of Student Services has undergone significant renovations, which allowed for a more open floor plan and a one-stop-shop for students in need of admissions, enrollment, advisement, financial aid, and testing.
- The number of employees serving as recruiters has doubled in the last five years.
- Enrollment growth continues to have solid returns each semester.
- Admission processes have been streamlined to create a more efficient experience for students.
- Financial aid continues to increase.
- Students are able to complete admissions applications and enroll online.
- The new location and upgrade for the Wellness Center provided more space and better facilities for the campus community.
- Plasma screens located in the Student Center (first and second floors), Administration Building (second floor) and Learning Resource Center (first floor) help promote upcoming events to students.

RECOMMENDATIONS:

- Develop a campus-wide approach to recruitment and retention of students.
- Student Services web pages must be updated in order to be more user friendly and informative.
- Define new strategies to promote and leverage financial aid and scholarship opportunities.
- Strengthen the advisement process in order to maintain quality service and better empower students to make appropriate academic decisions.
- Increase financial aid and advisement staff to an appropriate student to staff ratio.
- Establish a communication plan for at-risk student populations.
- Increase the visibility and exposure of services available to students with disabilities.
- Reconfigure the Student Services area to more efficiently serve students.
- Collaboration and information sharing should be more consistent.
- Develop Veteran Services to better support an increasing veteran student population.
- Automate financial aid process to provide quicker and more efficient service.
- Develop Student Life programming with learning outcomes that compliment those established by Academic Affairs.
- Further develop and maintain online enrollment capabilities.
- Improve assessment methods for services offered to students.

**CHALLENGES:**

- Need more personnel to keep pace with increasing demands of increased enrollment.
- Staff are challenged to connect and engage the commuter student body with the campus.
- Scholarship programs are not well publicized to current students.

Professional Faculty/Staff Development

OSU-Oklahoma City is committed to ensuring the highest standards of excellence in teaching and learning, both inside and outside the traditional classroom environment. Faculty/staff development is addressed through the strategic plan by including strategies to promote continuing education as well as by making funding a priority. Faculty and staff are encouraged to participate in professional society memberships and to attend professional conferences, seminars, and workshops.

To assist with these efforts, OSU-Oklahoma City developed the Faculty/Staff Training and Development Committee to address the educational needs of the campus. The committee is made up of staff and faculty. This group identifies the training needs of employees through a collaborative effort, including campus-wide surveys.

OSU-Oklahoma City Faculty/Staff Training Opportunities.

Commitment to employee development is addressed through a variety of formats. The fall and spring in-services are offered at the beginning of the semesters for full-time faculty, adjuncts, and staff. Sessions are presented by members of the campus community and by professional consultants and business and industry leaders.

The institution also provides professional development opportunities during the academic year through individual divisions, the Technology Education Center (TEC), Information Services, the Center for Safety and Emergency Preparedness (CSEP) and its Precision Driving Training program, and Oklahoma State University Human Resources Training Services (see [partial list of sessions; training hours by department/division](#)).

Campus programs vary widely. Also, the Center for Safety and Emergency Preparedness, through its Precision Driving Training, provides a defensive driving course to all continuous employees as a part of the employment benefit package.





Table 2: OSU-Oklahoma City Development Opportunities

	<i>In-service*</i>		<i>TEC</i>	<i>IS</i>	<i>PDTC</i>	<i>CSEP</i>
	<i>Fall</i>	<i>Spring</i>				
2000	5				N/A	N/A
2001	4				N/A	N/A
2002	5				29	N/A
2003	5		84		31	N/A
2004	5		126		42	N/A
2005	8		103		21	N/A
2006	5		41		29	N/A
2007	4		83	14	24	N/A
2008	6	6	18	67	18	67
2009	7	5	12	22	1	138

Data derived from 1) In-Service Agenda’s (Janet Stricklin, Academic Affairs administrative assistant), 2) SCT system (Kristi John, Effectiveness coordinator), 3) Information Services training database (Ginger London, Academic Technology Distance Education coordinator, and 4) Precision Driving Training Database (Debbie Humphrey, Center for Safety & Emergency Preparedness office manager)

**In-Service: These sessions are offered spring and fall before the beginning of semesters to full-time faculty, staff, and adjunct faculty.*

In addition to conducting planned training sessions, Information Services also conducts informal training through the Technology Support Center. These sessions are documented by weekly reports, such as the one [linked](#) here, which shows an additional 69 contacts made with staff, faculty, and students. Training occurs at all hours of the day, in many places, and in many forms at OSU-Oklahoma City. Since 2000, the campus has provided over 2,300 hours of training, and staff members have attended over 1,500 hours of training on and off campus. Human Resources personnel have developed a professional development tracking form to note activities and hours of faculty/staff development ([Professional Development Tracking Form](#)). Evidence of hours in training may be observed in Human Resources.



OSU-Stillwater Training Opportunities.

One benefit of working for Oklahoma State University is the opportunity to continually learn and develop professionally and personally. Human Resources/Training Services at the OSU-Stillwater campus offer several certificate programs to enhance job success, as well as a wide range of seminars at minimal or no cost for all system employees.

Programs include:

- Advanced Leadership Program
- Ambassador Program
- Basic Research Administration Program
- Certificate of Continued Development
- Computer Training
- Fiscally Fit Program
- HRStar Program (Human Resource Star)
- Leadership Development Program
- Leadership Development Program Partnership
- National Seminars
- Performance Review Training

These and other programs are advertised to OSU-Oklahoma City personnel through email advertising and through a calendar on a monthly newsletter sent to campus from Stillwater.

Education Assistance Policy.

Effective fall 2009, with the approval of the department director or department head, a full-time employee who can meet the academic requirements of the institution may register for not more than six (6) credit hours for the fall and spring semester and for no more than three credit hours for the summer semester, at 100% reduced fees. Only one course (maximum of four credit hours) may be taken during the normal hours of employment. Classes may include education or training that will enhance job skills or assist employees in the attainment of a college degree. Tuition assistance is available at Oklahoma State University in addition to OSU-Oklahoma City.

Table 3: OSU-Oklahoma City Employee Tuition Wavier*

	<i>2000</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Students	12	26	28	35	38	40	27	24
Awarded	1325.75	5627.20	5387.24	8500.00	8257.00	8275.00	5853.00	5742.00

*Data derived from SCT system and Coordinator of Institutional Effectiveness

These professional development programs support the OSU-OKC mission by preparing faculty and staff to meet classroom, institutional, and community services challenges and opportunities today and in the future.



BUSINESS/INDUSTRY/COMMUNITY TRAINING AND DEVELOPMENT

OSU-Oklahoma City is committed to meeting the needs of the corporate, professional, and private community, through employee education and training programs. At the time of the 2000 visit, such training and education (primarily non-credit) was facilitated through the Training and Development Department.

Throughout the past ten years, OSU-Oklahoma City has recognized expanding needs of employers to develop their workforce and responded by enhancing its training and development program (still primarily non-credit) updating facilities and recently adding a new position to the organization – assistant vice president for the Business and Industry Training and Education Center. This staff member provides leadership and direction for the development, promotion and implementation of OSU-Oklahoma City non-credit education and training programs and services.

Business and industry training programs, as well as certain OSU-Oklahoma City faculty/staff development programs, are facilitated through the Technology Education Center and the Center for Safety and Emergency Preparedness. Both are responsive to the training needs of the community, providing a customized approach to education and training through short courses, open classes, contract training, and corporate partnerships.

Technology Education Center. This department was formerly the Training and Development Department, with three areas of focus: the Center for Environment and Energy, the Center for Extended Studies and Organizational Improvement. The department was re-organized to maintain the most current and relevant training programs, as well as to create synergy within the department by combining all designations into one department.

The re-organized Technology Education Center (TEC) department develops courses, workshops, professional development training, and seminars to meet the growing needs of businesses within the OSU-Oklahoma City community.

TEC specializes in Occupational Safety and Health Association (OSHA) safety courses for the wind energy and oil/gas industries, and manufacturing and distribution centers. Medical response courses are also offered to maintain continuing education credits needed by EMS, fire, police and community members. Professional development programs, such as leadership and change management, are tailored to meet the need of the organization and a variety of needs within the business community.

Continuing education and certification courses are also offered for licensed professionals including International Plumbing Code, Food Service Safety and Sanitation certification and re-certification, and Society for Human Resource Management certified classes. Community outreach courses such as Survival Spanish and American Sign Language are also offered through TEC. All of these course offerings continue to support existing programs and bring new students to campus as entering freshmen.

Center for Safety and Emergency Preparedness. The Center for Safety and Emergency Preparedness (CSEP) opened in December 2007 to offer a full suite of programs in driving training, emergency disaster preparedness and community outreach based on existing business and industry client requests. This change provides a more comprehensive training inventory, addressing client's needs from driver training issues to business continuity and emergency planning. CSEP includes the well-established [Precision Driving Training](#) program, opened in 1998. This program is renowned for quality and customized driver safety courses, and has expanded with this same commitment into additional areas of training.

Driver training includes customized courses for business and industry, police, fire and EMS responders, motorcycle safety, driver education, teen safety, and the general public. All courses are recognized in the state of Oklahoma for an insurance reduction upon completion. The Basic Law Enforcement Driver Training and Advanced Law Enforcement Driver Training courses are accredited by the [Council on Law Enforcement Education and Training](#) (CLEET).



Disaster preparedness programs are customized for business and industry, cities and counties, public safety, and higher education. These programs focus on emergency planning and hands-on training and follow the National Incident Management System model.

Community outreach includes the Martha Collar Institute for Child Passenger Safety (Collar Institute) and the annual OSU-Oklahoma City Family Health and Safety Day (FHSD).

The Collar Institute is a grant program through the Oklahoma Highway Safety Office. The purpose is to provide monthly car seat safety checks (on site and off), child passenger safety technician certification courses and continuing education, and much-needed training to rural Oklahoma where there are few or no technicians to assist families.

Another important program is the annual fall Family Health and Safety Day event for the community, providing health and safety information to parents, grandparents, and children. Information featured includes child identification, fire safety and first aid, driver awareness, health checks, identity theft, and stranger awareness.

STRENGTHS:

- The staff is highly dedicated and motivated, aimed at providing relevant, quality training and education to the business and public communities.
- Training and education are responsive to consumer needs.
- Courses are flexible and customized.
- Instructors are highly qualified and experienced in their respective fields.
- Corporate sponsorships are strong (currently Oklahoma Municipal Assurance Group, OG&E, Pilgrim Land Services.)

CHALLENGES:

- Developing programs that provide a net profit.

RECOMMENDATIONS:

- Continue to develop strong working relationships with the corporate community.

STUDENT SUPPORT SERVICES – ACADEMIC AFFAIRS

Two significant support services for students, reporting to the Vice President for Academic Affairs Office are The Learning Center and the OSU-Oklahoma City Library.

The Learning Center. [The Learning Center](#) (TLC) exists to promote student success. TLC is open extensive hours, seven days a week every semester, so students may easily access its services. Tutors in mathematics and writing are available every hour TLC is open; tutoring in all other academic areas is available on a more limited basis.

In addition to tutoring, TLC offers a variety of software programs which reinforce course work. Some OSU-Oklahoma City courses are taught via computer-mediated instruction, and students in these classes can continue their work in TLC. To accommodate the growing student population, TLC space was expanded in 2008 to include



140 computers for the open learning lab and another 20 computers to serve math and nursing lab students, Project Reach and Reach4Work students, and all students who visit the facility.

TLC also provides students the opportunity to access testing through the make-up testing service. Evening and weekend students can take tests at times convenient to their schedules, and daytime students who must go to work after class can return later when their schedules allow. This service is great for students taking online tests.

TLC works closely with the advisor to students with disabilities. To help blind students, TLC has a special computer with a voice synthesizer that reads tests and computer programs. There is also a special printing program which can create text in Braille. Students with identified learning disabilities are often sent to TLC to complete tests or other assignments at their own pace.



In addition to these services, TLC houses three grant programs which help students in particular ways. Project REACH works to train and find employment for students who receive TANF (welfare) benefits. Project Second Chance helps single-parent working students at or below poverty level with textbooks, tutoring, daycare assistance, and many other services. Finally, REACH4Work is a job readiness training program helping students achieve self-sufficiency through education and training. The goal is to prepare students to enter the workforce and meet or exceed job employer expectations.

The Library. It is the primary mission of the [Oklahoma State University-Oklahoma City Library](#) to serve as the intellectual commons of the university, providing high quality resources, services, and gateways to information to meet the needs of diverse instructional, research, and outreach programs. The Library's secondary mission is that of an information resource for all the citizens of Oklahoma through both direct access to its collections and services and by sharing these resources as needed with other libraries in the state.

Whether assisting students, faculty, and staff in locating library materials that meet their information needs or directing patrons to other campus services, the primary purpose of the library is to provide information. To facilitate this, the library offers reference services and teaches both groups and individuals how to use the Internet, the library catalog, and online databases. As part of its instruction, the Library also teaches students how to think about the research process and how to be a discriminating information consumer.

The Library also offers friendly customer service, quiet study areas, and group study rooms. In addition, for the convenience of students, librarians provide several on-site services such as Ask-a-Librarian, Interlibrary Loan, the OK-Share card, color copies and transparencies (especially popular with students who have to do presentations for their classes), and serves as a repository for faculty reserve materials and distance education materials.

Because technology is constantly changing - and much of librarianship these days is related to technology, librarians make time for in-house training and self-education to stay current and ensure that they can help patrons.



FINANCE AND OPERATIONS

The Finance and Operations Department provides resources required for the success of students, faculty, staff and other constituents of the campus.

Business Services.

The Business Office handles financial transactions for students, including, but not limited to the following:

- Payment of tuition
- Issue student parking decals
- Payment of parking fines
- Payment of miscellaneous fees (graduation fee, testing fees, etc.)
- Disbursement of student loans
- Cashing personal checks up to \$10.00

Student Center Services. Caring for the needs of customers, the [Student Center & Campus Events](#) department provides exceptional services and supportive resources to enrich the campus experience for students, faculty, staff, and visitors alike. In addition to the Student Services department on the first floor, the Student Center is the campus destination for dining, the Bookstore, Cyber Café, Student Lounge and access to an ATM machine. Hosting a wide variety of programs and activities, the department coordinates catering and schedules meeting rooms for on and off-campus groups.

Bookstore. OSU-Oklahoma City contracts with Follett Corporation to operate the custom bookstore created for them and paid for by them in 2003. The nearly tripling of gross sales by increased enrollment has created numerous challenges. Follett invested a tremendous amount of resources in new technology to meet these challenges. Proprietary cutting-edge textbook management software was installed during summer 2007, vastly improving the capabilities of operating a \$2.7 million textbook department. New cash registers with greater functionality have been installed to meet the federally-mandated PCI standards. Currently, Follett and the OSU-Oklahoma City Information Services department are working on the integration program to allow the registers to communicate with SCT (the OSU-Oklahoma City student data system) so that financial aid balances can be updated automatically during the charge period at the beginning of each semester. According to bookstore records, the year-round book buyback returns over \$350,000 cash back into the hands of the students annually.

Building Construction/Maintenance. There are eight full-time staff in this department. They ensure that the OSU-Oklahoma City facilities and equipment are kept in good repair. This unit is also responsible for any remodeling of the facilities and furnishings. To help their work, the area uses a link to <http://www.osuokc.edu/building> to note office hours, list work request forms for construction or routine maintenance, and posts photos of the crew.



Buildings. The OSU-Oklahoma City campus includes 17 buildings which are used for instruction, academic support instruction, administration, support services for students, and other campus support activities. Since 2000 OSU-Oklahoma City has constructed several new buildings to include:

- Agriculture Resource Center – 2008
- Public Safety Training Center – 2008
- Physical Plant Building – 2007
- Human Services Education Center – 2001

Construction will begin in 2009-2010 on the new Science & Engineering building to accommodate the engineering programs in the Science and Engineering division. The OSU-Oklahoma City Campus Master Plan, updated annually to reflect ongoing changes on campus, addresses current and anticipated enrollment and direction and reflects future instructional needs and goals.

Remodeled facilities and other upgrades include:

- Health Technology Room 101 transformed from a lecture classroom to a sonography lab.
- Student Services offices and service areas such as financial aid, admissions, student activities, and veteran services updated and re-organized for efficiency and to better serve students (Phase 1 - Structural renovation to the Student Center started in 2003, including relocation of the Bookstore, moving the Wellness Center from the Student Center to its current location, Administration Building first floor; Phase 2 - Completion of Testing & Assessment Center and Financial Aid offices in 2005; Phase 3 - Completion of Division Offices and the Admissions area in 2006.)
- Information Services' offices and facilities renovated and expanded to better serve faculty and students (LRC Rooms 103 and 105 - 2004; LRC Room 101 and Technology Support Center - 2008).
- Computer upgrades and additions include the The Learning Center (added 70 computers to this lab) and various computer labs on campus. Additionally, campus software and hardware elsewhere on campus were significantly upgraded (see [software/hardware installation plans](#))
- Health Services Division added a second cadaver lab in 2007 and renovated the existing lab to better serve the nursing students.
- Power Transmission Distribution Technology degree program added a pole farm for hands-on training for the technicians in 2004.
- Agriculture Technologies Division created a five-hole golf course turfgrass laboratory (2000) and space for the new viticulture program on the grounds (2004).
- Health Services Division facilities were renovated to meet the growing needs of faculty/staff and students. Administrative offices (1999); Skills lab (partial renovation, 2001); faculty offices (new furniture and computers - 2002); division head office (2008).
- Conference rooms were updated with flat screen monitors and the latest technology (2007-2008).
- Flat screens monitors were added in 2008 to the Administration Building, Learning Resource Center, Student Center, and Student Services for a displaying announcements and activities on campus, allowing students and visitors easy access to information.



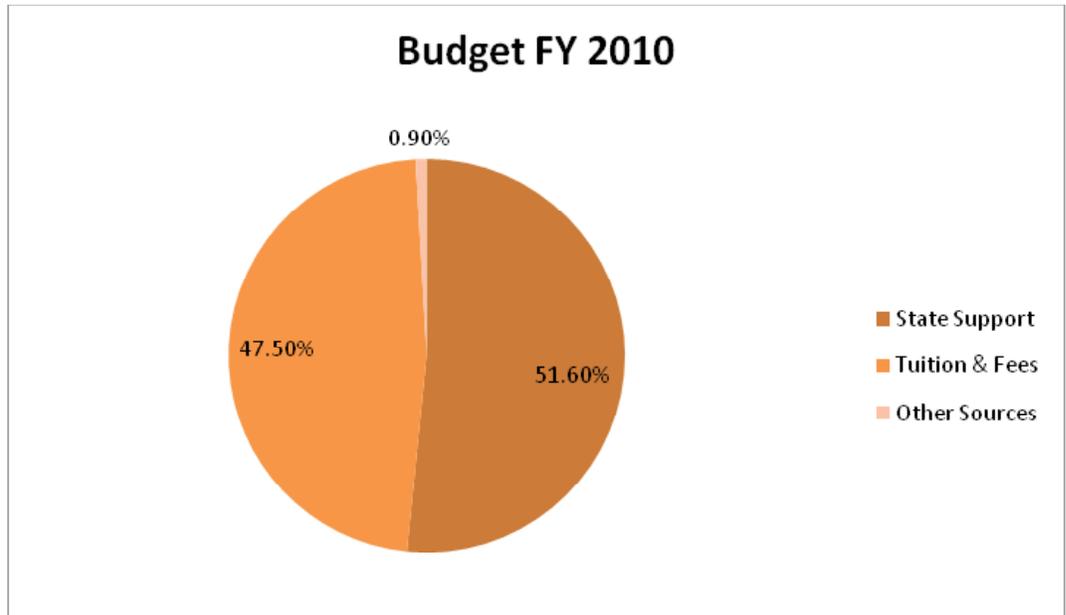
- Student Center Operations remodeled the student cafeteria “Break Place” in 2007.
- Since 2000, the Child Development Center received numerous upgrades including:
 - A new safe room built to protect children and staff in severe weather.
 - New large climbing structure for playground for the older children.
 - New impact material for infant toddler playground.
 - An entire new north wall including all windows and framing.
 - New exterior doors in the Infant room and Infant-Toddler south classroom with glass panels.
 - An entire new kitchen, including slate tile floor, custom cabinetry, new sanitizer, new stove, and microwave, new washing machine and two new dryers.
 - New fire-door system for the front door.
 - New paint on the entire exterior of the building.
 - New roof.
 - New cable barrier fencing system surrounding the entire property.
 - New seven-foot vinyl fencing for backyard.
 - New signage on building.
 - New custom cabinetry for the Preschool and Pre-K classrooms.
 - Entire center was rewired for wireless compatibility with campus.
 - New surfacing on parking lot.

Parking Accommodations. Two main parking lots, one largely east of the Health Technologies building and the other largely south of the Engineering Technologies building, provide the majority of the parking spaces. Additional parking is available south of the Student Center, at the Agriculture Resource Center, and between the Human Services Education Center and the Public Safety Training Center. Additional entry/egress driveways have been added to lessen the number of accidents trying to gain access on Portland Avenue. There are currently a total of 1580 parking spaces with plans to create more already in motion.

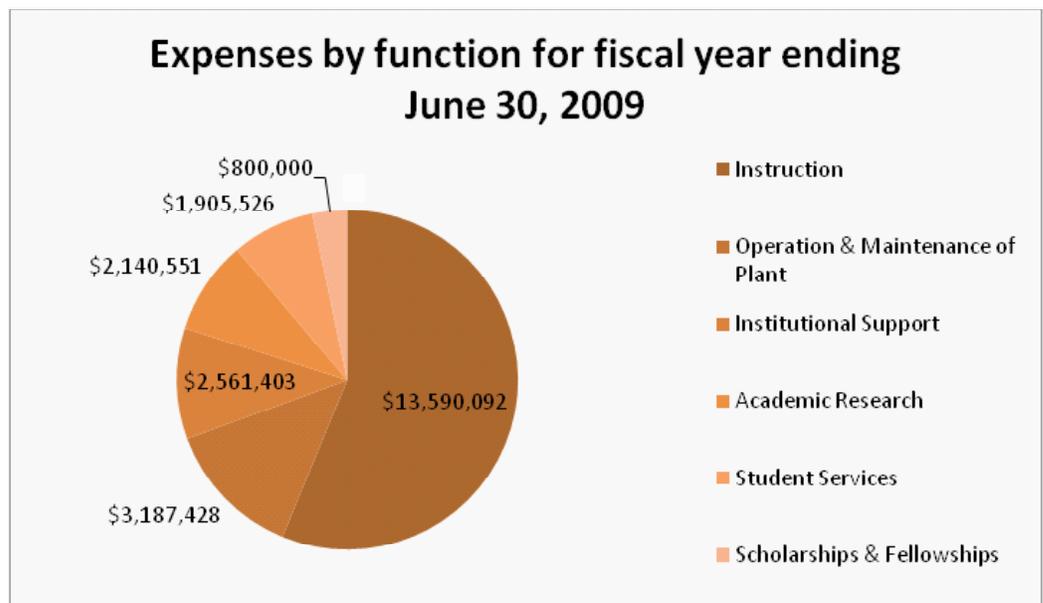


Fiscal Resources

The yearly budgeting cycle begins in January, but the fiscal year runs from July 1 through June 30. The budget breakdown for FY 2010 follows.

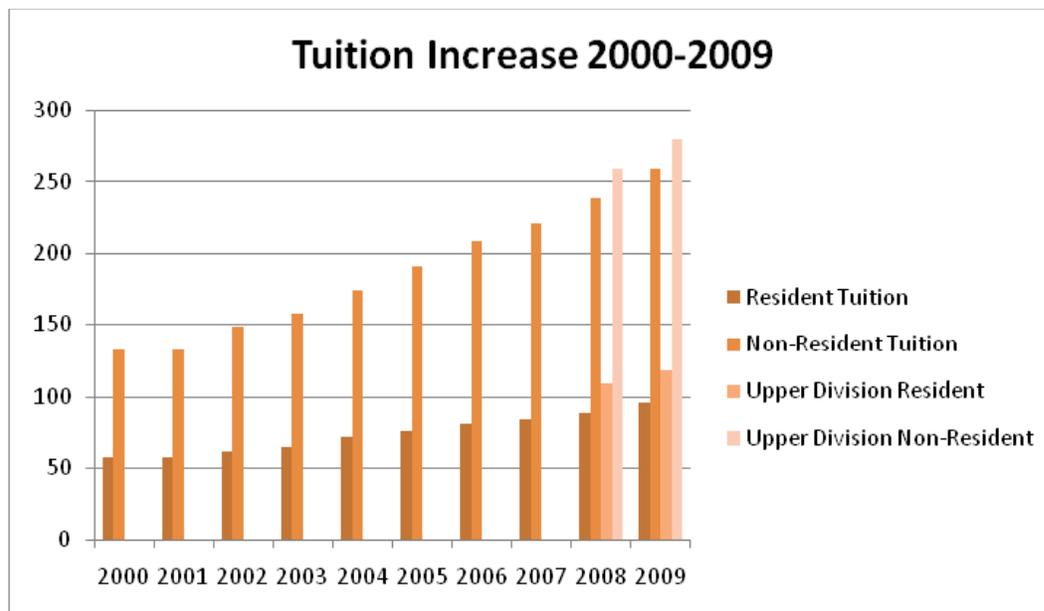


The breakdown of expenditures by unit follows.





OSU-Oklahoma City has received modest increases in state appropriations with the exception of FY 2010. Because a significant portion of the campus budget relies on state appropriations, the campus has had to increase tuition and fees over the last 10 years, but administrators have been prudent determining the increase increments.



While tuition and fees have increased, they have been cautiously modest when compared to other two-year schools in Oklahoma ([FY03-09 Tuition and Mandatory Fees](#)). Unlike two-year colleges in the Oklahoma City metropolitan area, OSU-Oklahoma City does not have an ad valorem tax base from which to draw income, in addition to state and OSU Stillwater appropriations. Because of this, it is necessary to periodically raise tuition and fees in order to serve students and local constituents.

To help with the rising cost of doing business, OSU-Oklahoma City has implemented cost-saving programs on campus, reducing energy expenses. To begin this process, the position of Safety Director-Energy Educator-Manager was created in 2007-2008. In an effort to reduce energy consumption on each of its five campuses, Oklahoma State University implemented an Energy Conservation Program in 2007, under the guidance of [Energy Education, Inc.](#)

Energy Managers have been working to develop a people-oriented energy management program at each of the OSU campuses. This comprehensive program promotes conservation of electricity, gas, and water. Measures are being taken to reduce consumption mechanically; however, additional savings will come from reductions due to the increased energy awareness of faculty, staff, and students.

The program emphasizes reductions during unoccupied times and promoting behavior changes from “energy consumers” to “energy savers.” To facilitate these changes, OSU established [Energy Management and Conservation Policy](#). In addition, [OSU Energy Guidelines](#) are available for review online. The guidelines provide detailed steps that may be taken to reduce energy consumption on the OSU campuses.



OSU-Oklahoma City has currently implemented the following campus practices to conserve resources:

- Each day/night the temperatures will be adjusted according to classroom schedule.
- To assist the Energy Program, Information Services has implemented a “maintenance plus shutdown and wake-up cycle (11PM-6AM)” for classrooms and labs.
- Building audits monitor building performance.
- The campus takes advantage of natural lighting in available areas.

Future plans for conservation efforts include the following:

- Encourage departments to purchase appliances that are energy efficient and if possible Energy Star approved.
- Expand Physical Plant’s Johnson Controls system to have direct on/off controls of lighting and HVAC.
- Invest in new, innovative ways for energy use on campus; for example, install lighting fixtures and bulbs that are energy efficient and install motion/sound sensors for restrooms that turn off lights when unoccupied.
- Research “*Green*” technology that will benefit campus.

From October 2007-2008, the OSU System saved \$1,385,897, and OSU-Oklahoma City’s total savings was \$111,441 ([OSU-OKC Energy Program 2007](#)). From January 2008 through December 2008, the campus saved \$186,565 ([OSU-OKC Energy Program 2008](#)).

Another source of revenue is the OSU-Oklahoma City foundation fund, and the campus celebrates giving through an event called the [Family Fund](#) each year. The purpose of the foundation fund is to pay for scholarships, lectureships, department/division funds, and a general unrestricted fund. Faculty and staff contribute generously each year, so OSU-Oklahoma City now has a foundation base of \$1,196,380.19 for the campus.

External resource development remains a priority. Because of this, OSU-Oklahoma City provides offices for OSU Foundation staff, the associate vice president of development for the Oklahoma City Region, and a development coordinator. Grants and scholarships by academic division are noted previously.

Good stewardship has enabled OSU-Oklahoma City to start programs demanded by industry and keep current programs up to industry standards. The president and the vice president for finance and operations determine a reserve goal of 20% of the current operating budget. As of June 2009, campus reserves are 20% of the current operation budget, which indicates the institution is well equipped to carry out its mission and meet the needs of its constituents.

The financial health of OSU-Oklahoma City would best be measured by a very significant reserve fund, no substantial indebtedness (print records available in Resource Room), and a revenue base that grows each semester as enrollment continues to exceed projections.



Enrollment growth has created revenue in excess of budgets and thus provided resources to support facility development, technology development, growth in faculty and staff numbers and the other resources needed to sustain the enrollment trends. Even with the economic downturn, the financial picture may be challenging, but it is not bleak for OSU-Oklahoma City.

Over the past 10 years, the overall budget for OSU-Oklahoma City has increased by 53% ([OSU-Oklahoma City Summary and Comparison E&G Budgets](#)). The Educational and General Budget for OSU-Oklahoma City will experience a 4% growth for FY10 due to a base adjustment from state appropriations and increased revenues from student tuition and fees. The turn of events with the economy, while unfortunate for many, has boosted enrollments and allowed for the maintenance of current budgets with even some expansion for new programs, both in academics and student services.

Core Component 2C:

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

Institutional evaluation and assessment processes provide reliable evidence of college effectiveness. Outstanding student achievement in the classroom, the national awards students receive, and pass rates on state/national tests are indicators of the effectiveness of instruction.

Another indication is the level of satisfaction that students and alumni report when surveyed about their educational experiences at OSU-Oklahoma City. In addition, many areas of the university enjoy accreditation by their respective accrediting organizations, including the following.

- National League for Nursing Accrediting Commission
- American Veterinary Medical Association Committee on Veterinary Technical Education and Activities (CVTEA)
- Council on Law Enforcement Education and Training (CLEET)
- National Association for the Education of Young Children, Accreditation of Programs for Young Children (Academy)
- Early Childhood Associate Degree Accreditation (ECADA)
- Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)

Many of these organizations require that effective assessment be demonstrated before accreditation is granted.

The organization demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.

The institution has several processes in place to determine institutional effectiveness including, but not limited to, the [Institutional Effectiveness Committee](#), the [Office of Institutional Effectiveness](#), and the [Office of Academic Effectiveness](#). The Office of Academic Effectiveness oversees students' evaluations of instructors and [grants administration](#). The Office of Institutional Effectiveness coordinates this data for the campus. Data collected and analyzed includes student, faculty, and staff as well as institutional characteristics. The Institutional Effectiveness Committee studies elements related to the campus mission and its processes.



Data from the Offices of Academic and Institutional Effectiveness indicate the institution is meeting its stated expectations for institutional effectiveness. Student satisfaction surveys from 2002-2008 and the 2008 student opinion survey demonstrate a strong correlation between the campus mission and vision statements and quality general education. The graduation survey asks students to rate their satisfaction with quality of instruction, grading/testing procedures, content of course, and use of multimedia in students' major field of study and their general education courses (math, science, social science, and humanities) (Graduation Surveys [2002-2003](#); [2003-2004](#); [2004-2005](#); [2005-2006](#); [2006-2007](#); [2007-2008](#)).

The Science department was moved out of Arts & Sciences and into the Division of Science and Engineering Technologies prior to the fall 2006 semester, but because student satisfaction surveys in general education include all four categories (mathematics, science, social science, and humanities), each is included in calculations discussed here.

OSU-Oklahoma City students ranked the quality of instruction, grading/testing procedures, course content, and use of multimedia for general education between 2002 and 2008 with a 3.45 average satisfaction rate on a scale of 1 to 4 with 4 as excellent.

In April 2008, the institution distributed a student opinion survey, which asked about academics and financial aid. Under academics, students were asked to register their opinions regarding (1) online instructors and (2) how instructors helped them consider globalization within their course content. These two survey items combined with the specific multi-media survey item on the graduation surveys tie directly to examining the correlation among the institutional mission and vision statements and effectiveness of general education.

Instructors use and require the use of technology in their courses, and they draw students' attention to larger national and international viewpoints when considering their courses. In this area, students registered an average of 4.18 satisfaction rating on a scale of 1 to 5 with 5 noting very satisfied.

Additionally, the April 2008 student opinion survey asked students' satisfaction ranking with their online instruction experience. Roughly 80% of the courses offered online at OSU-Oklahoma City are general education courses, and students' are generally satisfied with their online experiences at the college ([Student Satisfaction Survey Results](#)).

Institutional Effectiveness Committee members, representing each division across campus, have been working to improve processes in the areas of Student Services and Finance and Operations. The committee mission is to act as oversight to Office of Institutional Effectiveness activities in its endeavor to assist the OSU-Oklahoma City campus in critical self-examination and process improvement.

In 2008, the campus obtained a certified lean facilitator to assist in this initiative. The purpose of becoming a certified lean facilitator is to review and evaluate campus/business processes for improvement. The lean facilitator uses a systematic approach to identifying non-value added form or function involved in a process and can include the following elements.

- Review of departmental missions and outcomes goals that link to and support the campus mission and their strategic plan.
- Review of processes for intended outcomes of goals and objectives.
- Evaluation of findings generated.
- Suggestions using results to improve services.



Once a process has been reviewed, formal reports are provided to the following offices.

- The department / departments whose process was reviewed
- The vice president for that function
- Vice Presidents' Council
- Institutional Effectiveness Committee

A six-month follow-up review is scheduled to make certain that improvements made to a process are still valid and productive.

The first challenge resolved was the Student Center/Campus Events invoicing process. The changes ultimately made created a leaner, more efficient invoicing process that increased employee productivity, and the review and change cost the campus no additional dollars.

The current project is a review of the Communications and Marketing Department publication request process. Once that project is complete, other projects in the queue include reviewing the purchasing card (P-Card) processes and Print Shop postage invoicing. The committee is doing its job of ensuring the campus provides “outstanding support services” ([Mission and Vision](#)) for students, staff, and faculty.

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

OSU-Oklahoma City has three sources of data collection, analysis, and dissemination of institutional assessment information: the coordinator of Retention and Assessment, the Office of Institutional Effectiveness, and the Office of Academic Effectiveness.

OSU-Oklahoma City also provides institutional and academic support for a long-term commitment to institutional change through assuring effective, on-going institutional self-study processes. These efforts are an integral part of institutional decision making systems and the student learning and growth process. The purpose of the institutional and academic effectiveness effort on campus is to ensure systems are in place to accomplish important tasks:

- determine effectiveness
- improve services
- maximize limited resources
- provide meaningful and quality information for faculty, service providers, students and staff to assist in decision making.
- provide an effective guide for planning.

Institutional and academic effectiveness efforts are driven by a process of critical self-examination and are directly related to improving processes and services, the curricula and the quality of teaching and learning within the institution. Processes for determining institutional and academic effectiveness are directly linked to the major functions of the institution mission.



This plan calls for a continuous quality improvement process that engages faculty, staff, and students in thinking about the purpose and mission of education and the OSU-Oklahoma City campus. Programs that assess, document and support student growth, learning and the associated processes are an integral part of this plan.

Evolution of academic and institutional effectiveness over the last decade at OSU- Oklahoma City has resulted in the formation of two separate departments to provide a more comprehensive effectiveness and assessment effort across campus. Both Institutional Effectiveness and Academic Effectiveness have departmental missions that work in conjunction with the institutional mission and those of each academic and support function on campus. These missions are reviewed annually during the strategic planning and budgeting process.

The Office of Academic Effectiveness has two missions. The first is to gather, analyze and report data that measures the effectiveness and efficiency of the campus's academic organization and programs used primarily to assist faculty in improving classroom instruction. The second mission is to coordinate grants and disseminate information on funding opportunities and providing technical assistance.

Academic effectiveness assessment includes a feedback loop so that what is learned as a result of the assessment process can be used as a tool to improve both teaching and learning. The information obtained through various course and instructor evaluations, as well as graduating student and alumni surveys, allows for improved communication and decision making at all levels of the institution. This process creates a more coherent, effective curriculum.

Since the implementation of online course and instructor evaluations in the summer of 2006, students are able to respond to surveys electronically. Electronic responses allow for the data to be compiled and distributed more quickly than paper surveys. The Academic Effectiveness office began using the electronic surveys in the summer 2006 semester and continues to expand the number of classes being surveyed online in this manner.

Additionally, every five years the Oklahoma State Regents for Higher Education review academic programs that lead to associate of applied science (A.A.S.) degrees and to associate of science (A.S.) degrees. OSU-Oklahoma City also has in place a five-year institution wide academic program review cycle. Results of these assessment activities are used for programmatic planning and improvement and for evaluation and refinement of the assessment activities themselves. The most recent five year review for A.A.S. degrees took place in the fall of 2008. The A.S. program reviews are also on a five year cycle; however, they are not all done in the same year. Each is done five years after the last review.

Institutional Effectiveness supports campus planning and decision making with data and with leadership in a continual critical self-examination process. Institutional Effectiveness strives to be an exemplary data warehouse and institutional effectiveness office:

- setting the standard in data organization and use of technology.
- providing data reporting of distinction.
- administering a critical self-examination process that is a model of excellence.

The Institutional Effectiveness Coordinator strives to not only ensure thoughtful interpretation and use of the data provided in academic and institutional decision-making, but also to use the data to be a catalyst for change ([IE Strategic Plan 2009](#)). The mission of the office is to support the campus with accurate and timely data that follow policies and procedures, as well as state and federal regulations.



The Office of Institutional Effectiveness also responds to internal and external data requests and surveys, including Integrated Postsecondary Education Data System (IPEDS), Unitized Data System (UDS) and the Oklahoma State Regents for Higher Education. It is also involved in the assessment of various departments across campus to ensure the institution provides the best possible service to students, faculty and staff, and other customers.

Data is distributed to not only ensure thoughtful interpretation and use of the data in academic and institutional decision-making, but also as a catalyst for future planning. Student enrollment trends and characteristic data are presented to various committees and events such as the Enrollment Management Task Force, Vice Presidents' Council and In-Service meetings. Institutional profiles are available via campus website or hard copy.

Data is also provided to program advisory committees, so they can have a better understanding of the student population. These advisory committees meet on a regular basis and provide ideas and recommendations concerning academic programs ([Advisory Board Meeting Records](#)). The advisory board members may provide financial and technical assistance to ensure that this is accomplished.

Over the last ten years, OSU-Oklahoma City has invested time, resources, and personnel in expanding its efforts in data collection and analysis. These efforts have occurred at all levels of the campus in response to demands from internal and external constituencies. Program personnel increasingly are collecting, analyzing, and using data in program planning.

The Office of Retention and Assessment supports all members of the OSU-Oklahoma City community through its continual analysis of applied assessment tools and its data driven coordination of campus wide student retention initiatives. As the offices of Academic Effectiveness and Institutional Effectiveness, as well as the Assessment of Student Learning Committee, regularly collect data through their assessments, the Coordinator of Retention and Assessment provides timely analysis of the results. The results are then reported to the appropriate committees and organizations on campus for review and response. It is through this process that the OSU-Oklahoma City community can both learn about itself and work to improve.

Recognizing the importance and the close relationship among data analysis, understanding and student retention, the office also coordinates and assesses the progress of student retention initiatives on campus. Combined data, gathered from academic progress assessments, student satisfaction assessments, and enrollment profiles, can paint vivid pictures of the student body that could not be seen as clearly when viewed separately. This information helps drive more efficient and effective student retention initiatives targeted at specifically identified weaknesses in student goal attainment and progress, thus improving student persistence and retention.



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

As noted in the section above, ample data is available on campus for analysis. Similarly, ample opportunities to analyze and share the results of that analysis exist through the following committees, groups, or regular meetings.

- Assessment of Student Learning Committee
- Assessment Academy
- Division Assessment Committees (Arts & Sciences, Division of Health Services, and Human Services Division)
- Monthly meetings with department heads and adjunct instructors
- Division Head Council
- Department Head meetings
- Enrollment Management Task Force
- Faculty Senate
- President's Brown Bag Lunch
- President's Council
- Staff Council
- Vice Presidents' Council

More widespread opportunities for feedback come through the Communications and Marketing Department. Until the last few years, communications with students and other campus stakeholders primarily occurred through the campus newsletter, *The Cowboy Chronicle*. Communication and Marketing personnel are very sensitive to the campus market, so everything that used to be in *The Cowboy Chronicle* and more is now available online on the OSU-Oklahoma City website [homepage](#) and is updated more frequently and in greater quantity than was possible with the *Chronicle*.

The department also emails current students from two sources: the OSU-Oklahoma City President and the Communications and Marketing Department. Students reply to these emails with suggestions or concerns of their own, creating an informal feedback loop. A special email box was established for the president's communications to and from students. This box and the Communications email box are monitored daily by the Communications Department. Emails to the president are given directly to him for action and/or a response. Inquiries/replies to the Communications Office email are forwarded to the appropriate office for response.

The website home page now offers students daily (sometimes hourly) updates on campus news, upcoming events, student/alumni/faculty/staff achievements, and more. A new homepage feature is a "Comments? Questions?" email link to the Communications webmaster to encourage student input. Crisis information is also distributed to students, faculty and staff via telephone (land lines and cell), e-mail, external electronic signage, and the website homepage, as appropriate to the situation.

The newest initiative to elicit feedback is through Facebook and Twitter. The Communications and Marketing Department has a designated person assigned to monitor and post to these two sites, sometimes as much as twice a day, with updates to campus events and reminders of important dates, for example. Communication and Marketing hopes to improve the speed with which information is communicated to constituents and also hopes to build rapport with current and future students through marketing strategies.



- To communicate with current and potential students about the value of an OSU-Oklahoma City education.
- To communicate with students class availability, schedules and degree information.
- To communicate with media outlets and the general public about OSU-Oklahoma City events, programs and offerings.
- To increase enrollment through constant communication with stakeholders.
- To increase participation in academic events such as scholarship banquets, student service functions, Howdy Week, career fairs.
- To increase participation in non-academic events such as the OSU-OKC Farmers' Market, the Juvenile Diabetes Research Foundation campus "Walk for the Cure," and Family Health & Safety Day.
- To raise awareness of critical deadlines such as scholarship applications, program applications, financial aid opportunities.
- To announce key dates such as enrollment, drop and add, graduation application deadlines.

In order to accomplish these objectives, the Communications and Marketing Department has placed Twitter and Facebook badges on the OSU-Oklahoma City homepage to encourage more fans on Facebook and more followers on Twitter. They work with Student Services to raise awareness of social networking options as students enroll in classes. They also speak to student associations and staff and faculty groups to demonstrate social networking efforts, promote social networking options, and monitor social networking sights for university-centric dialog.

OSU-Oklahoma City also communicates information to students via print posters and flyers, internal plasma screens across campus and external electronic signage on the northwest and southwest corners of the campus at major intersections.



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

Periodically several types of review processes occur with the intent of improving both the institution and the people in it. Some of these processes include yearly and periodical reviews.

Yearly:

- Strategic Planning/Budget Development Process
- Strategic Planning/Budget Development Update Forms ([Sample Update Form](#))
- [Classroom Observations](#) and Department Head Evaluations ([Form D](#))
- Reappointment Promotion and Tenure process
 - [Goldenrod Form – Documentation File Sheet](#)
 - [Form C – RPT Self-Assessment](#)
- Annual appraisals for Classified Staff and Administrative/Professional Staff.
 - [Supervisors](#)
 - [Non-supervisors](#)
 - [New-hire AP \(90 day\)](#)
 - [Classified new-hire \(90 day\)](#)
- Advisory Boards
- Program Assessment
- Enrollment Management Plan Updates

Periodically:

- Program Accreditation
- Technical Occupational Reviews

Data gathered from each of these evaluative processes is analyzed, given to the appropriate unit, and action is taken to improve performance of personnel or services. The strategic planning/budget development process runs on an annual cycle beginning in January and ending in June with the fiscal year. Human resource evaluation occurs throughout the year, and OSU-Oklahoma City must certify to OSU-Stillwater that all full-time faculty have been evaluated by June 1 of each calendar year. Finally, the advisory board review process occurs throughout the year and provides an excellent source of advice and information for program chairs. Chairs are then able to take feedback and make informed decisions about their curriculum or program processes based on these meetings.

**The organization provides adequate support for its evaluation and assessment processes.**

Each year the institution provides opportunities for faculty and staff to attend training in order to support existing evaluation and assessment processes and learn about new ones.

- National Institute for Staff and Organizational Development ([NISOD](#)), which is attended each year ([NISOD attendees](#)).
- Higher Learning Commission's annual conference in Chicago, IL ([Attendees](#); [Registration](#)). The 2008-2010 HLC self-study report preparation process has had a dedicated budget of \$15,000 for 2008-2009 and 2009-2010 for conference attendance and fees. Additionally, the institution joined the HLC's Assessment Academy in 2007, and The Assessment Academy Group continues to implement the project and participate in HLC sponsored Assessment Academy activities ([Registration](#)).

The institution has clearly devoted fiscal and human resources to support its analysis and appraisal procedures.

Core Component 2d:

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

Planning at OSU-Oklahoma City in every area revolves around the campus mission. The fact that the mission, vision, and philosophy statements are included in the strategic plans of each major area on campus demonstrates that campus activities and plans for the future are mission-driven.

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

The institution has undertaken continuous institutional planning which starts with the strategic plan. Each division/department develops annual goals, objectives, and activities needed to support a commitment to excellence, to foster student learning and to fulfill the important mission and service role, to include the highest quality instruction, at OSU-Oklahoma City. The planning also allows for the most technically advanced systems the college can afford, so students are prepared for lives of learning in a complex and diverse community.



Planning processes link with budgeting processes.

Since 2000, the institution has prepared numerous strategic plans, not only for the main areas on campus (Academic Affairs, Agency, Finance and Operations, and Student Services), but for each of the units contained therein ([Academics](#); [Agency](#); [Business and Industry](#); [Finance and Operations](#); [Student Services](#)).

The planning process operates on the following calendar (2009 example):

Event	Completed By
Complete Review and Updates of All Strategic Plans	March 20th
Submit FY Strategies/Budget Proposals to VP's	April 17th
Submit Budget to Finance and Operations	May 1st
Submit Budget to President	May 15th
Review/Analyze Proposed Budgets	May 29th
Prepare/Finalize Budget	June 5th
Present Budget to OSU Board of Regents	June 19th

The timeline of the planning processes closely corresponds to the budgeting process, which runs on a fiscal calendar, July 1 to June 30.

The correlation between the strategic plan and the annual budget process is vital for communication of intent for monies with strong emphasis on meeting goals outlined in the plan, prioritization of specific campus needs (e.g., retention, diversity, graduation rate, etc.) and identifying strategies for continued progress toward goals in varying fiscal situations. All budget requests and one-time purchases must be tied to a specific goal or objective in the strategic plan of the unit or function, which ensures fiscal responsibility and fairness in decision making processes.

Implementation of the organization's planning is in its operations.

The university has ongoing programs and processes in place to continually evaluate its effectiveness and maintain flexibility in adjusting needs in response to changes in the internal and external environment.

Following is a sample of some of the projects that demonstrate how planning manifests itself in daily operations on campus.

- New buildings (discussed in **Criterion One**)
- Renovated spaces (discussed in **Criterion One**)
- Infusion of technology on campus
 - Classroom upgrades to "smart classrooms" (discussed in **Criterion One**)
 - LRC Room 100 remodel
 - Replaced VCRs with DVD/VCR combinations
 - Plasma screens
 - Electronic signage on north and south ends of campus
 - Cyber Café



- Library expanded – area renovated and collection expanded (to be discussed in **Criterion 5**)
- Positions revised or support services added
 - Institutional Effectiveness
 - Academic Effectiveness
 - Retention and Assessment Specialist
 - Two Associate Division Heads
 - Director of Information Services
- Bachelor of Technology degree
- Accreditation of online degrees
- Plans for new building and renovation of former Engineering Technologies Building to accommodate need for classroom space.
- Planned, systematic assessment (to be discussed in **Criterion 3**)
- Outreach as a campus priority
 - Friends of 10th Street (to be discussed in **Criterion 5**)
 - Westwood Elementary School partnership (previously discussed)
 - Stockyard City recruitment (previously discussed)



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

When OSU-Oklahoma City began the project management process (1999-2004), campus units and functions projected goals and objectives for three to five years in order to consider both short-term needs and long-term plans. With strategic planning/budget development, campus units and functions generally submit a plan that covers only one year while they may have a master plan that incorporates multiple years. The beauty of strategic planning is that each year units and functions are encouraged to re-evaluate their current strategic plans and revise as necessary their goals, objectives, activities, and budget to accommodate ideas and innovations that change those plans.

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

Planning documents such as those involved in the strategic plan/budget development process speak to the concern for and attention to the synergistic relationship among quality education, student learning, and the world in which students live. Organization members ask for physical, financial, and human resources to keep instruction innovative and technologically savvy, so students are prepared for the modern workforce. They also plan carefully in order to assess student learning to determine where appropriate improvement to curriculum may be made. The administration has generously responded by granting many of these requests and has supported innovation in classroom instruction and assessment, so students are well-prepared for the workplace (discussed in **Criterion 3**).

Planning processes involve internal and, where appropriate, external constituents.

During the strategic planning/budget development process, all members of the organization should be asked for input. For example, the function's leader, vice president, asks his direct reports to construct a strategic plan. That person then constructs the plan with input from the members of his/her unit either through directors, department head, team leaders, or other managers.

Decisions are also made by committees consisting of faculty, staff, and students. Student input is considered in various dimensions of planning at the division and departmental levels. Students are also selected to become members of several standing committees on campus and asked to assist in planning, recommending, and implementation of the committee's goals. They have been asked to serve on the Higher Learning Commission Steering Committee and on the Criterion committees as well.

External constituents include Academic Program Advisory Committees (APACs) whose membership reflects the industries that hire program graduates (discussed in **Criterion One**). Another group of external advisors is the President's Advisory Council. The purpose of the President's Advisory Council is to keep open lines of communication between the president and community. The members also offer advice to the president and university on past, present, and future growth. Finally, they assure university remains a partner and leader in economic, social, and cultural growth of Oklahoma City and surrounding area.



Criterion Two:

Strengths, Challenges, and Recommendations:

STRENGTHS:

- The institution values process evaluation.
- The institution uses planning documents well to implement capacity change and monitor areas for growth.
- OSU-Oklahoma City emphasizes the use of technology in all areas of campus.
- OSU-Oklahoma City has a campus emergency management plan.
- All academic divisions are active and strong.
- OSU-Oklahoma City understands its position in a diverse society.
- OSU-Oklahoma City has the unique bachelor of technology degree.
- OSU-Oklahoma City has hired more faculty since the last site visit.
- The adjunct population is well qualified and loyal to the school.
- The campus has international ties through strong degree programs.
- The institution uses results of student opinion surveys for improvement to services.
- The institution recognizes need for alternative collection avenues to standard student surveys.
- The institution continues to build a data warehouse and offer internal users the ability to create their own queries to get the data they need.
- OSU-Oklahoma City distributes large sums of financial aid to students.
- The organization provides numerous student services.
- The Library has expanded to meet demands for services.
- The Learning Center has grown substantially.
- OSU-Oklahoma City is financially sound.
- OSU-Oklahoma City's Energy Management and Conservation policy is good.
- All programs have Academic Program Advisory Committees.
- Feedback loops exist on campus.
- Periodic reviews of processes, policies, and procedures occur.

CHALLENGES:

- Base funding for the university must increase in order to keep pace with growth.
- OSU-Oklahoma City must continue to address its capacity to serve the needs of students and constituents.
- OSU-Oklahoma City will continue to be challenged to come up with new and additional sources of funding. Strategic planning documents must recognize the importance of this challenge.



- Although the institution has recognized the need for process evaluation, the newness of this effort may make the campus as a whole unaware of what it is trying to accomplish.
- Data received from student opinion surveys is not communicated or used as effectively as it could be.
- Students do not respond frequently to opinion, course, and instructor evaluation surveys.
- The current system used for student records (SCT) is inadequate to handle the growing data needs of the campus.
- Growing population of minority students is still not in proportion to the minority percentage of the campus service area.
- Enrollment growth has broadened the adjunct to full-time faculty ratio.
- Divisions need more full-time faculty, classroom and computer lab space, and faculty development support to improve processes.
- Student Services needs more personnel.
- Issues arise with the bookstore every semester.
- Parking is inadequate for the number of students served.
- Campus personnel do not practice energy management and conservation as frequently as they should.
- Not all Academic Program Advisory Committees are strong and active.
- Feedback loops are not always used effectively.
- Everyone is not involved in planning processes.

RECOMMENDATIONS:

- Once process reviews are complete, showcase improvements to campus.
- Offer students incentives to respond to surveys.
- Continue to streamline the reporting process for the Regents Unitized Data System (UDS) system by creating a process using Sequel (SQL). This will be a time and labor intensive process but, once complete will assure more quality data is sent to the Regents, as well as retain its functionality in the future if we change our student records system.
- Seek alternative collection avenues to increase the number of students responding to opinion, course, and instructor evaluation surveys.
- OSU-Oklahoma City must be more aggressive about having a campus master plan that anticipates growth needs.
- OSU-Oklahoma City should continue to update and work the campus emergency management plan.
- The campus must look at services and instructional strategies to meet the needs of a growing minority population.
- The university should look for alternative funding sources for full-time faculty or lecturer positions.
- Divisions' needs must be considered as a campus master plan to address capacity is developed.
- Bookstore management needs to better train employees and change initial purchase policies.
- Parking lots should be expanded.
- Feedback loops should be used more consistently.
- OSU-Oklahoma City must involve more people in planning processes by using the self-study planning model.